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ABSTRACT

The study described in this report examines both the positive and negative influences on student retention and transfer at six community colleges located along the U.S.-Mexico border. Chapter I reviews the literature on retention and transfer and establishes the conceptual framework and research objectives of the study. Chapter II offers baseline data on the six colleges, Southwestern College and Imperial Valley College in California, Arizona Western College and Cochise College in Arizona, and Laredo Junior College and Texas Southmost College in Texas. This section includes information on student enrollment by ethnicity and gender, associate degree recipients, transfers to senior institutions, type of information sent to and received from senior institutions, and faculty and counselor characteristics. Chapter III presents the results of site visits to the six community colleges and to two four-year colleges, focusing on the attitudes of community college staff concerning student achievement and transfer, internal and external barriers to minority student achievement, effective community college policies and practices, institutional monitoring of student flow and persistence, and relevant senior institution policies and practices. Chapter IV presents a profile of the students attending the six community colleges in terms of their background, educational commitments, social integration on campus, and predisposition to transfer. Chapter V examines the characteristics and attitudes of the community college faculty. Chapter VI reviews state-level policies and practices affecting student achievement and transfer in California, Arizona, and Texas. Finally, chapters VII and VIII discuss the findings and offer conclusions and recommendations. Survey instruments are appended. Included are 94 references. (AYC)

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TRANSFER EDUCATION IN SOUTHWEST BORDER COMMUNITY COLLEGES

Final Report of The
Ford Southwest Transfer Education
Research Project

Submitted to
Alison Bernstein
THE FORD FOUNDATION

prepared by

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Laura I. Rendon, Project Director
Manuel J. Justiz, Principal Investigator
Paul Resta, Co-Principal Investigator

CHAPTER I

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

Perhaps no other institution of higher education has been as often embraced and disdained as the community college. Built on the zeal of equal opportunity and egalitarianism, two-year colleges were America's answer to the call for the opportunity to educate masses of people never before served by higher education. Initially, the concept appeared to work. Minorities, students from low social origins, and non-traditional students turned to community colleges and used them as vehicles by which to initiate upward career and social mobility. However, today there is mounting evidence that the very students community colleges purported to best attend are now the students who appear to be least served. For instance, retention rates of minority students appear to be slipping and the transfer rate for Hispanics, who are disproportionately concentrated in community colleges, may be at an all time low (Rendon & Nora, 1987; Richardson & Bender, 1987; Richardson & Bender, 1986; Bensimon & Riley, 1984; Olivas, 1979).

Thus, community colleges have at once earned reputations as champions of access and perpetrators of inequality. This irony of access, where promises of opportunity often produce null outcomes, is the subject of current debate that centers around the following questions: To what extent are students (particularly ethnic minorities) finding opportunities to initiate baccalaureate studies in community colleges? Has the integrity of the transfer function been compromised -- so much so that it is now, by design or by consequence, given low priority when compared to other college functions? To what extent can two-year colleges be considered to be viable conduits by which minorities, marginally capable students and other students never before served by the higher education system can move up the career and social hierarchy? While these questions are not easily answered, they serve to provide the context and rationale for the study of multiple factors that influence the persistence and transfer process of community college students.

The Problem

In the decade of the 1980s, postsecondary education is placing an accent on excellence. Community colleges, which built their reputations on egalitarian notions of access and equal opportunity, now face what may well be the most complex challenge of their educational history. Whereas the developmental stages in the evolution of two-year colleges were marked by attention to expansion and growth, in the 1980s the colleges are faced with the formidable challenge of making universal access and quality outcomes compatible goals. The future credibility and respectability of community colleges as viable members of the postsecondary enterprise rides on the extent that the colleges can devise ways and means to preserve the principle of universal access and still produce demonstrable, high quality outcomes related to student achievement, retention, employment and transfer to senior institutions. In particular, a most crucial problem will be not only how the colleges can facilitate the transfer process for minority and disadvantaged students, but how the colleges can raise the numbers of students who successfully transfer above historic levels.

Perhaps no other community college function has received as much negative criticism as that related to transfer. The literature on community colleges points to an apparent leakage point in the educational pipeline which occurs during student transition from a two-to a four-year institution. Consider the following items:

- Figures on baccalaureate degree intentions of community college students range from a low of 51 percent to a high of 74 percent (Richardson & Bender, 1986). However, it is estimated that only 5 to 25 percent actually achieve this initial goal (Richardson & Bender, 1986; Bensimon & Riley, 1984; Astin, 1982).
- In 1985, less than 15 percent of the five million students enrolled in

two year colleges transferred to senior institutions (Cubbin and McCrary, 1985).

- The number who successfully transfer is thought to be around five percent (Cohen and Brawer, 1985).
- Six of nine states that have high two-year college enrollments have reported overall transfer declines in recent years (Bernstein, 1986).
- Of a total of 5,137 students who transferred from a California community college to the University of California in 1982, only 3.8 percent were Black and 8.3 percent were Chicano (MALDEF, 1983).
- In California, community colleges experiencing the largest transfer losses tended to be those with very high proportion of Black or Chicano freshman students (California State Postsecondary Education Commission, 1985; Hayward, 1985).
- According to the Commission of the Higher Education of Minorities (1982), one of the most important reasons that Chicanos, Puerto Ricans and American Indians are under-represented in graduate programs is their greater than average attrition from undergraduate colleges, particularly community colleges.
- In a survey taken two years after 1980 seniors enrolled in college, 48 percent of the Blacks, 50 percent of the Hispanics and 48 percent of the low SES whites were not enrolled in college (Lee, 1985). These student types are predominant in community colleges.
- Data from the National Longitudinal Study (1977) indicate that of the students who entered college in the Fall of 1973, 47 percent of Hispanic two-year college students, compared to 28 percent of the Hispanic four-year college students had withdrawn from college by 1977 (Melendez, 1982).

Community colleges are hard pressed to respond to accusations that they malserve students, since they have not in the past concerned themselves with collecting student retention and achievement data or with tracking and monitoring the progress of transfer students. The colleges not only lack data, they lack a conceptual framework for examining the complex, multi-dimensional issue of transfer education. There is also a lack of uniform methodology within the research that is conducted (Kintzer & Wattenbarger, 1985). Because community colleges are not research-oriented institutions and have been so poorly studied, they remain quite vulnerable in terms of responding to negative research findings. More importantly, the colleges lack empirical information to serve as a basis for reform and improvement of educational practice. Nearly all the colleges lack the expertise needed to obtain, conduct, use and apply research. Lacking such data and research expertise, many community colleges have resorted to developing ill-focused and ill-conceived curricular and student support services modifications which have achieved limited success. The fact is that unless community colleges obtain information and research-based data, they will remain limited on the extent that they can make modifications and improve their curricular programs and services for transfer students. The bottom line, of course, is that the colleges will also remain limited on the extent that they can call themselves high quality insitutions of higher education.

The transfer issue takes on particular significance when applied to Hispanic students who, in the Fall of 1984, comprised 54 percent of the enrollments in community colleges. More than any other institutional type, community colleges are being blamed for Hispanic student underrepresentation in higher education. Citing high attrition rates, deficiencies in student academic preparation and low levels of transfer to senior institutions, Hispanic advocates and policymakers are concerned that the community college's open door may be a revolving door that leads to a dead end which restricts opportunities for Hispanics to make societal gains (Commission on the Higher Education of Minorities, 1982; Garcia, 1980; MALDEF, 1983; Rendon, 1984).

The problem is particularly acute in the U.S. Southwest, where Hispanics have registered increased population growth. According to a recent ETS study (Payan, Peterson & Castille, 1984), between 1970 and 1980 the Mexican-American proportion of the total population in Texas, Arizona, Colorado, New Mexico and California grew from 17 percent to 20 percent. During the same decade, Mexican-American student enrollment in Southwest community colleges more than doubled, up from 78,000 to 182,000. The challenge to Southwest community colleges is clear: they must develop responsive educational programs that cultivate the talents and increase the opportunities for Hispanic students to enter baccalaureate-oriented programs of study and to obtain the academic skills needed to complete a four-year program of study at a senior institution. If this goal is achieved, community colleges will have played a vital role at ensuring that Hispanics become productive citizens who will integrate with the Southwest mainstream culture and who will participate fully in a political, civic and consumer force that will have a formidable impact on the habits, customs, language and values of the region.

Factors Related to Low Retention, Achievement and Transfer for Hispanic Students

Achievement, retention and transfer are interrelated. Simple logic would indicate that academically under-prepared students will become frustrated and withdraw from college; and obviously, students who withdraw will probably not transfer. Thus, any logical attempt to address the transfer problem would have to be far-reaching and comprehensive, examining multiple factors which affect retention, achievement and transfer. These include factors related to: 1) community college policies and practices; 2) community college faculty and counselors; 3) student background factors and student interactions with the college environment; 4) state imposed regulations and policies and 5) senior institution policies and practices. The following is a brief description of the factors above and the role they play impacting transfer opportunities for Hispanic students.

Community College Policies and Practices. Paradoxically, the very factors that have given Hispanic and disadvantaged students the opportunity to participate in higher education may have contributed to attrition and low transfer rates. Right to fail policies reflected in easy access and exit policies, the encouragement of part-time attendance, and slack attendance policies have been shown to be detrimental to student retention (Cohen & Brawer, 1982; Tinto, 1975; Terenzini & Pascarella, 1978). Further, most community colleges collect very little information about their students. For example, the colleges have not developed effective student tracking systems; they don't know what happens to students who leave college, and consequently lack information about students who transfer or obtain employment. Also, the expanded mission of the colleges (from institutions providing a traditional college preparation to flexible people's colleges which prepare students to find a job and adapt to life) has resulted in a declined priority given to transfer education. Many community colleges emphasize their career preparation programs to the detriment of their transfer programs (Richardson, 1984). Consequently, services for transfer students (e.g. orientation, counseling, financial aid and housing) have deteriorated (Kinzer & Waltenbarger, 1985). Student support services at both sending and receiving institutions are severely lacking (Richardson, 1984).

Research also provides disturbing, although limited, evidence that literacy demands on community college students usually do not go beyond assigning and involving students in low-level cognitive tasks such as copying bits of information from blackboards and texts, writing brief, disjointed responses to narrow questions, reading to pass quick-score exams and writing a few pages (if any) in most courses (Richardson, 1983; Roueche and Comstock, 1981; Cohen, 1984). This decline comes at a time when community colleges are absorbing larger numbers of non-traditional and ethnic minority students whose high school records and college placement tests demonstrate severe basic skills deficiencies. Unfortunately, in many community colleges, it is possible that these students can complete their courses with minimal or no involvement in high-level cognitive skill activities which require students to process, synthesize, analyze and apply information. According to studies conducted by the

Center for the Study of Community Colleges, "students were required to write papers in one in four humanities classes, one in ten science classes; and under half the instructors in all of the liberal arts areas gave essay examinations" (Cohen and Brawer, 1982; p. 156).

Community College Faculty and Counselors. Community college faculty and counselors play a vital role enhancing student achievement, retention and transfer. For example, student formal and informal interactions with faculty have been shown to be strongly related to student retention (Cohen, 1984; Rendon 1982; Tinto, 1975). Further, Hispanic advocates view faculty and counselors as role models who give students support and encouragement to achieve their educational goals. However, Hispanic faculty comprise less than two percent of the entire faculty in higher education (EEOC, 1979). The importance of faculty contact with students in and outside the classroom cannot be overstated. Retention literature substantiates that student informal contact with faculty is particularly critical to student persistence and is related to high grades, perceived intellectual growth and interpersonal self esteem (Rendon, 1982; Nora, 1985; Pascarella and Terenzini, 1979; Beal, 1979). Although counselors can and should play a significant role in student advisement, orientation and counseling, it is the degree of faculty contact with students that ultimately appears to make the difference between student persistence or attrition.

Faculty are also responsible for ensuring that students achieve the proficiencies necessary to function in college-level work. Unfortunately, in many community colleges, reading and writing requirements have been reduced so that students read only to pass quick-score exams, write a few pages (if any) in most of their courses (Richardson, 1983; Roueche & Comstock, 1981; Cohen, 1984). Some educators feel that students experience a "transfer shock" in four-year colleges (marked by a decrease in GPA and feeling of alienation) because community college transfer students are provided with inadequate counseling and a substandard academic preparation (MALDEF, 1983; Kissler, 1980). Community colleges are beginning to recognize that faculty and counselors can and must work together to improve the prospects of successful transfer. Faculty input on articulation committees and on college parallel curriculum committees increase their ownership in the program and commitment to the transfer function (Smith, 1982). For example, faculty and counselors can become involved in counseling outreach services, staff development, student orientation, articulation meetings with state coordinating boards, universities and feeder high schools to establish clearly defined and better supported paths to the baccalaureate degree (Richardson, 1984; Roberts & Warren, 1985; Sotiniou & Ireland, 1985).

Student Background Factors and Interactions With the College Environment. In general, Hispanic students come from low socio-economic status families and lack the financial reources which would allow them to enjoy the luxury of attending college on a full-time basis. They share many of the characteristics of the "new students" described by Cross (1981). Consequently, these students are forced to obtain part-time or full-time jobs that provide a secondary income to their household. With this type of work-study schedule, study habits become poorly developed, commitments to college-level studies are postponed and time management is impeded. Further, students with external preoccupations do not develop a sense of institutional affiliation critical to retention. Many Hispanics also have poor high school achievement records and need remediation in reading, writing mathematics, problem-solving skills and critical thinking. Moreover, Hispanics are mainly first generation college students. Although Hispanic parents do provide encouragement for their children to go to college, parents lack critical information about college admission, financial aid and education programs. Consequently, Hispanic parents are limited in the amount of assistance they can provide to their children about attending college (Nieves, 1977; de los Santos, 1980; Cohen & Brawer, 1982; Rendon, 1983).

During community college enrollment, a number of factors associated with Hispanic students' interactions with the institutional environment have been identified as important to student academic success. For example, Hispanic students who receive high degrees of encouragement from faculty, counselors and administrators tend to earn more college credit hours. Further, Hispanic students who come to the college with well defined goals and strong commitments to studies appear to the be most academically successful (Rendon, 1982). Some of the most serious problems reported by Hispanic community college students are: 1) basic skills problems (i.e., a problem with reading, writing and math); 2) difficulty developing proper study habits and managing time effectively; 3) uncertainty about a career objective; and 4) doubts about the value of obtaining a college degree (Rendon, 1982). In combination, student background factors and variables associated with student interactions with the college environment often determine the academic success or failure of Hispanic students in community colleges. Consequently, it is important that the colleges understand both student background characteristics _and_ the role of the institutions at promoting effective educational practices that increase the potential of students to achieve academic success.

State Regulations and Policies. State regulations and policies are important in the sense that they help support, shape and guide the goals of the transfer program in community colleges. For example, several states have taken a proactive role improving transfer opportunities for minority students. Most states have adopted policies designed to remove barriers to transfer between two- and four-year institutions, such as developing student tracking systems; providing workshops to re-train faculty and counselors; establishing articulation policies; developing course equivalency policies; sponsoring articulation workshops involving two- and four-year college staff; and conducting statewide studies on transfer students, among others (Kintzer & Wattenbarger, 1985; Richardson & Bender, 1986).

California awarded a number of grants for community colleges to develop Transfer Center models. California also revised the State's Master Plan. Focusing on developing a quality education, the community college's transfer function was a priority issue (Commission Report -- Reaffirming California's Commitment to Transfer,1985). In Texas, the legislature appointed a Higher Education Committee to examine a variety of educational models which improve postsecondary teaching and learning and to recommend changes needed to ensure that students learn academic skills. Arizona established a Joint Conference Committee composed of members from the State Board of Regents and State Board of Directors for Community Colleges to address articulation and transfer issues (Arizona Board of Regents Annual Report, 1986).

Senior Institution Policies and Practices. The role of senior institutions improving transfer opportunities for minority students is critical. The community college transfer problem cannot be solved by any one sector acting alone. Through their transfer admissions policies and basic skill proficiency requirements, senior institutions exert pressure on community colleges to ensure that transfer students possess content knowledge and basic skill competencies (Rendon, 1984). Yet, much more remains to be done to break down the communication barriers that exist between two- and four-year college staff. For example, senior institutions often do not help to provide community colleges with information about the academic success of transfer students. The lack of dialog between sectors regarding the performance of transfer students impedes the ability of community colleges to evaluate their curriculum and instruction to better prepare their students for transfer (Koltai, 1982).

Two- and four-year college faculty often do not compare course content and requirements or participate in articulation agreements which ensure that specific courses taken at the community college receive transfer credit at the senior institution. When this has not occurred, thousands of transfer students end up experiencing trauma and waste of time and money (Bernstein, 1986). For instance, many transfer students experience a "transfer shock" when they initially enroll at a senior institution. Transfer shock is marked by a GPA decrease and a feeling of alienation experienced during the first term of upper division enrollment. Several factors may be attributed to transfer shock, including difficulties students experience readjusting to: 1) a larger, more impersonal environment than that found in most community colleges; 2) rigorous grading systems; 3) courses which cover content not taught before; 4) increased demands placed on study time; 5) lack of faculty/student interaction; and 6) different procedures and policies related to calendar systems, enrollment policies and grading practices, among others (Richardson & Bender, 1986; Cohen, 1983; Rendon, 1984). Most experts in the field agree that negotiating educational agreements are essential to the transfer process (Kintzer & Richardson, 1986). Until two- and four-year colleges develp effective working partnerships to improve transfer education for Hispanics, minorities and disadvantaged students, the perilous barriers to achievement, retention, and transfer will continue to take their toll. In turn, the nation's neediest students will receive not a quality, but an inferior education.

In summary, the problems related to transfer education need to be addressed by a comprehensive strategy which takes into account the interplay among 1) community college policies and practices; 2) community college faculty and counselors; 3) student background characteristics and interaction with the college environment; 4) state regulations and policies; and 5) senior institutions' policies and practices. It is in this complex, multidimensional context that transfer educational issues must be explored. It is the key players in two- and four-year colleges and state agencies who require a rich base of integrated data to assist them to make viable improvements in transfer-related practice and policy.

Purpose of Study

The Ford Foundation Southwest Transfer Education Research Project was designed to examine both the barriers and the effective practices that influence community college student retention and transfer to senior institutions. The purpose of this study was to develop a research base of multiple student- and institution-centered factors that impede or enhance student achievement and transfer and to employ the data base as a basis to plan and develop action strategies to address problems related to poor community college student retention and transfer rates.

The Colleges

With a special focus on the U.S. southwest, a traditional center of Hispanic population, and a volatile region marked by demographic, political and socio-economic shifts, the study involved six community colleges located along the U.S.-Mexico border in Texas, Arizona and California which had formed an alliance called the Border College Consortium (Figure 1). The selection of these colleges was based on their 1) close proximity to the Mexican border which made them likely points of entry for increasing numbers of immigrants from Latin American countries; 2) historical role, mission and commitment to serving disproportionate numbers of Hispanic students; and 3) willingness to be examined and share data, information and resources with the research team. Thus, while the colleges were different in terms of organization, level of funding and practices and policies used, they shared similarities in terms of geographical position, types of students served and commitment to addressing the educational needs of Hispanic students.

The importance of selecting these six colleges for study goes beyond the criteria cited above. These colleges are situated in three of five southwestern states where a major restructuring of the population is taking place. The Spanish origin population is the largest minority group in each of the cities, and in four of the six cities, this cohort represents over 50 percent of the population (Table 1.1). As a microcosm of the United States, what is happening in the southwest has important educational policy ramifications in some eastern, midwestern and southeastern U.S. regions, where similar population shifts are occurring. In the southwest, the Hispanic population is expected to double or triple within the next two decades. The growth of this cohort is being fueled by high fertility rates due in large part to the relative youthfulness of Hispanics and legal and illegal immigration of Hispanics who flee political unrest in Central America and other Latin American countries. Many seek relief from an inflation-ridden Mexican economy.

What is happening in Latin America has had troubling consequences for the economy of cities situated along the U.S.-Mexico border. For example, the devaluation of the Mexican peso forced many American businesses on the U.S. side to close and set off unemploymnent rates upwards of 20 percent in Laredo and Brownsville, Texas as well as El Centro, California. In Douglas, Arizona the effects of loss of trade with Mexico were exacerbated by the closing of a copper mine and subsequent elimination of railroad services. So devastating has the impact of immigration of impoverished peoples and loss of business revenues been, that the area surrounding Brownsville, Texas, known as the Rio Grande Valley, is now recognized as the poorest region of the nation. In all of the six communities, nearly one-third or more of the population has not completed a high school education, and in Laredo and Brownsville, Texas as well as Douglas, Arizona, non-high school completion rates range upwards of 50 percent (Table 1.1). This volatile socio-economic and political environment provides a context in which the six colleges function. Most, though not all, communities are isolated from major population centers, and the community colleges operate as intellectual oases --institutions which represent the hopes and dreams of countless people who have not fully yielded to despair.

Organization of Study

The study was initiated October 1, 1986. The presidents of the six Border College Consortium institutions and and of two upper-level institutions in Texas which coexist with a participating consortium college (Laredo State University and Pan American University in Brownsville) were briefed about the study. Further, each president was requested to appoint an institutional contact person to serve as the liason between the research project staff and the participating college. The following individuals were appointed to assist with the study:

Arizona Western College	Moses Camerena, Counselor
Cochise College	Robert Mena, Counselor
Imperial Valley College	Sid Salazar, Transfer Center Director
Southwestern College	Cristina Chiriboga, Assistant Dean for English and Special Projects
Laredo Junior College	Art Innis, Dean of Educational Services
Texas Southmost College	Dr. Marco Portales, Dean of Arts and Sciences
Laredo State University	Dr. Leo Sayavedra, Vice President, Academic Affairs
Pan American University-Brownsville	Dr. Peter Gawenda, Assistant to the President for Planning and Research

Key Informant Groups. The project represents a case study that reflects six community colleges. The Study employed both qualitative and quantitative research methods. Data and information were collected from the following key informant groups.

	Data Category	Informant Groups
1.	Institutional baseline data i.e., enrollment, associate degrees awarded, number of transfers, etc.	o College registrar, institutional research staff, counselors
2.	Institutional Environment	o Visits involved interviews with BCC institutions and upper-level college president, chief academic officer, director of institutional research, director of admissions, director of financial aid, special support staff, services staff, faculty, counselors.
3.	Student Survey	o Random sample of students in BCC institutions
4.	Faculty Survey	o Random sample of faculty in BCC institutions
5.	Commissions of Higher Education	o Site visit to Texas Coordinating Board. Interviews with academic officer, student retention office, administrator for community colleges, o State documents received from Arizona, Texas and California

Research Staff. The research staff included two principal investigators, Dr. Manuel J. Justiz (University of South Carolina), and Dr. Paul Resta (University of New Mexico), and a project director, Dr. Laura I. Rendon (University of South Carolina). Facilitating the implementation of the study was the close working relationship that existed between the researchers and the participating institutions. All three researchers had served as executive directors of the Border College Consortium and had worked with the colleges on other externally funded projects such as a Title III program, a Binational Resource Exchange Project, a Math Intervention Project and a Health Intervention Project. The collegial relationship that existed between the researchers and the colleges was instrumental not only in the colleges having the confidence to willingly participate in this study, but in facilitating the actual implementation and completion of the project. For instance, when the project director conducted site visits at the colleges, she was warmly received, and the fact that she personally knew many of the people she interviewed no doubt yielded very candid answers. Thus, the close working relationship that had previously been established added a dimension of receptivity and confidence which facilitated the successful completion of the project.

Conceptual Framework

The conceptualization of this case study involved the identification of key variables which, according to relevant research literature, had been found to have varying degrees of influence on community college student retention, achievement and transfer to senior institutions. Figure 2 reflects the overall conceptual framework for this study. The independent variables which were hypothesized to influence the dependent variables (student retention, achievement and transfer) included the following:

A. Attitudes and behavior of key community college administrators, faculty and counselors (Nora, 1985; Rendon, 1982; Cohen, 1984; Richardson & Bender, 1987).

B. Internal and external college organizational barriers (Richardson & Bender, 1986; Cohen, 1984; Tinto, 1987).

C. Community college policies and practices (Rendon, 1982; Nora, 1985; Richardson

& Bender, 1987).

D. Research and monitoring of student persistence and flow (Nora, 1985; Nora & Rendon, 1987; Cohen, 1984).

E. Student characteristics, behaviors, and attitudes (Tinto, 1987; Nora, 1985; Bensimon & Riley, 1984).

F. Senior institutions policies and practices (Richardson & Bender, 1987; Rendon & Nora, 1987; Cohen, 1984).

G. State agency policies and practices (Kintzer & Wattenbarger, 1985; Cohen, 1984; Richardson & Bender, 1986).

Research Questions

Adhering to this overall conceptual framework, the following research questions were posed for this study.

RQ1. What is the philosophical mindset of key administrators and faculty and counselors with regard to minority student achievement and transfer to senior institutions?

- priority given to minority student achievement
- priority given to the transfer function
- attitudes about access, assessment, entrance/exit requirements

RQ2. What are internal and external organizational barriers to minority student achievement and transfer to senior institutions?

- state agency policies and practices
- high school policies and practices
- senior institution policies and practices
- college faculty attitudes and practices
- college counselor attitudes and practices
- student characteristics and behavior
- college policies and practices
- community attitudes
- college organizational structure

RQ3. What community college policies, practices or services have been effective in contributing to minority student achievement, graduation and transfer?

- teaching practices
- special programs (developmental, ESL, transfer centers, TRIO programs, faculty advisement, etc.)
- assessment practices
- entry/exit criteria
- admissions policies

- grading standards
- financial aid policies
- process for setting and articulating standards
- curriculum development
- articulation with high schools
- articulation with senior institutions
- orientation
- expectations of transfer students

RQ4. How does the institution monitor student persistence and flow to senior institutions?

- student retention data
- student transfer data
- student enrollment data
- exchange of information with senior institutions

RQ5. What background characteristics, behaviors and attitudes exhibited during community college enrollment influence student predisposition to transfer?

- pre-college factors
- social integration factors
- academic integration factors
- student predisposition to transfer factors

RQ6. What senior institution policies and practices influence student transfer and completion of the baccalaureate?

- articulation with community colleges
- orientation for transfer students
- admissions policies
- exchange of information with community colleges
- policies for accepting/rejecting transfer courses and grades
- priority given to transfer students
- grading standards
- teaching practices
- expectations of transfer students
- barriers to successful student transfer (internal/external)

RQ7. What state agency policies and practices influence minority student achievement and transfer to senior institutions?

- state structure for providing and financing higher education
- state involvement in minority achievement and transfer education
- legislative interventions
- future plans (financial assistance interventions, studies, policies)
- perceptions of effective institutional practices
- perceptions of remaining barriers to minority student achievement and successful transfer
- achievement and successful transfer
- studies conducted on student achievement and transfer (by ethnicity)
- effects of state quality/excellence refocus on distribution of minority students
- state's effectiveness in achieving objectives

- special initiatives for promoting minority student articulation, achievement and transfer
- perceptions of why colleges are successful or ineffective in graduating minority students
- transportability of effective programs to other system units

To address these research questions, the study included five sub-studies which employed different methodologies. Chapters II, III, IV, V and VI outline the major findings from information collected from 1) institutional baseline data; 2) site visits to community colleges; 3) student surveys; 4) faculty surveys and 5) analysis of site visits and documents regarding state Commissions of Higher Education.

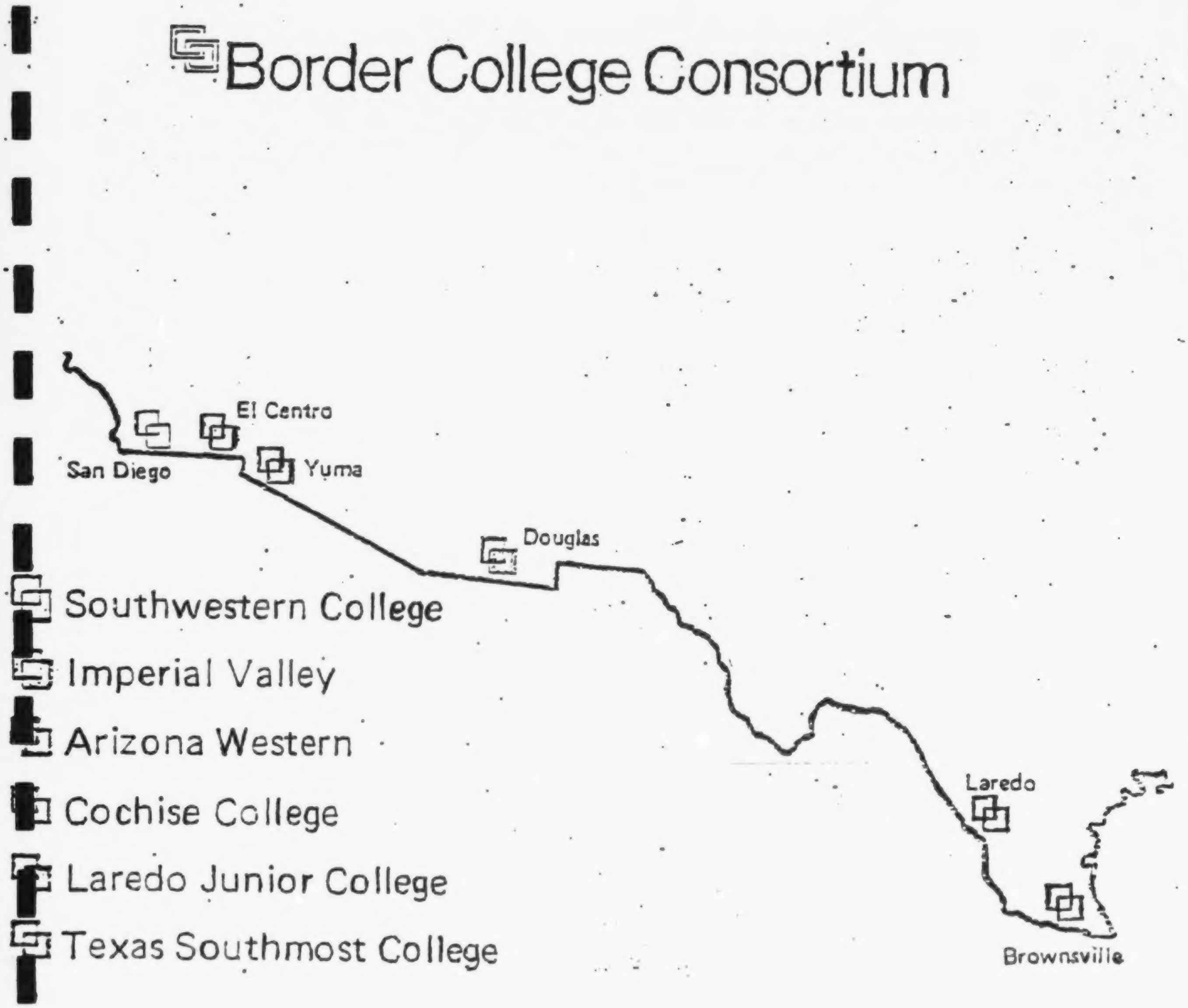
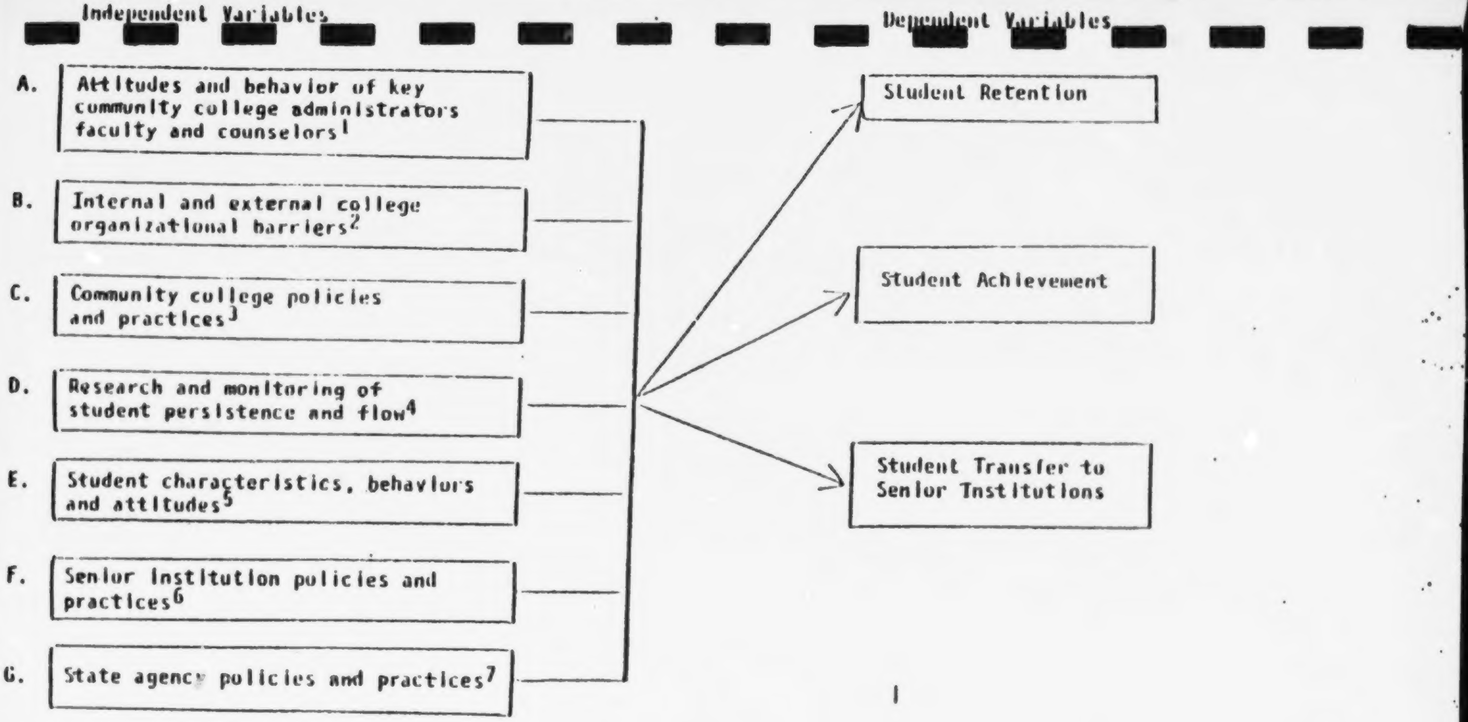

Border College Consortium
El Centro
San Diego
Yuma
Douglas
Laredo
Brownsville
Southwestern College
Imperial Valley
Arizona Western
Cochise College
Laredo Junior College
Texas Southmost College

Figure 1 The Border College Consortium Institutions


Independent Variables
Dependent Variables
A.
Attitudes and behavior of key community college administrators faculty and counselors[1]
B.
Internal and external college organizational barriers[2]
C.
Community college policies and practices[3]
D.
Research and monitoring of student persistence and flow[4]
E.
Student characteristics, behaviors and attitudes[5]
F.
Senior institution policies and practices[6]
G.
State agency policies and practices[7]
Student Retention
Student Achievement
Student Transfer to Senior Institutions

Data Sources

1 Interviews with college president, chief academic officer, admissions director, faculty; survey of faculty; college catalog.

2 Interviews with college president, chief academic officer, admissions director, financial aid director, faculty; survey of faculty.

3 College catalogs; copies of descriptions of special programs; copies of policy documents; interviews with college president, chief academic officer, admissions director, special support services staff, faculty counselors; faculty survey..

4 Copies of research studies; institutional research data; plans to conduct research; interviews with col president, chief academic officer, director of institutional research, admissions director, and faculty.

5 Student survey; faculty survey.

6 Senior institution catalogs; copies of descriptions of special programs; copies of policy documents; interviews with college president, chief academic officer, director of institutional research, director admissions, director of financial aid, special support services staff, and faculty.

7 State agency documents; research data compiled by state agency; interviews with chief executive officer deputy commissioner/chief academic officer, officer responsible for analytical studies/retention, chief financial aid administrator, executive staff governing board for universities and community colleges.

Figure 2 Conceptual Framework

Table 1.1

Profile of communities where Border College Consortium Institutions are Located

	% Hispanic	% White	% Other	1979 Median Household Income	Years of Schooling for Persons 25 Years and Older by Percent			
					Less Than 12	12 Yrs.	1-3 Yrs. College	4 Yrs. or more College
Laredo, TX Laredo Jr. College	93	7	.1	$10,603	61	19	12	9
Brownsville, TX Texas Southmost College	84	15	.5	11,697	57	18	14	11
Chula Vista, CA Southwestern College	32	59	18	17,997	26	34	24	16
El Centro, CA Imperial Valley College	50	20	30	16,358	38	27	22	12
Yuma, AZ Arizona Western College	27	55	18	15,770	29	37	20	14
Douglas, AZ	75	13	12	12,302	54	21	15	10

Source: U.S. Bureau of the Census 1980 Summary Tape Files (STFs) 1 and 3. Data from STF are subject to sampling variability.

CHAPTER II

INSTITUTIONAL BASELINE DATA

Purpose

The first set of information collected from the BCC institutions was institutional baseline data. The purpose of collecting this information was to ascertain the extent to which the colleges collected data to determine the kinds of students they served, the number of students enrolling in and completing associate degree programs, the number of students who transferred to senior institutions, and the extent to which colleges provided students with transfer information through the college catalogs.

Method

In the fall of 1986, each institutional contact person was sent three forms to complete in order to generate information on the following categories of data:

1) College catalogs
2) Student enrollment for academic years 1983, 1984 and 1985
3) Number of associate degree recipients (1983-84, 1984-85, 1985-86)
4) Number of transfers to senior institutions
5) Type of information sent to and received from senior institutions
6) Faculty and counselor compositions

Appendix A includes copies of the forms the institutions were asked to complete. The following is an analysis of the most salient information received from each institution.

Student Enrollment by Ethnicity and Gender

Table 2.1 portrays the 1985 enrollment of each BCC institution, stratified by ethnicity. In each college, the Hispanic origin population is the largest minority group, and the largest concentration of Hispanics is found at Laredo Junior College (88%), Texas Southmost College (81%) and Imperial Valley College (58%). Collectively, the BCC enrolls 48 percent Hispanic students. When compared to the Hispanic minority student population, all other minorities constitute a much smaller proportion of student enrollment. Table 2.2 depicts 1985 BCC enrollment by gender. In each college, women now comprise more than 50 percent of the student population.

Student Enrollment Status and Mean Age

Student enrollment status and mean age for each college in 1985 is portrayed in Table 2.3. In each college, more than 50 percent of the population was enrolled on a part-time basis. While the student mean age was not available for three colleges, the mean age at AWC was 27.6; at CC it was 31.6; and at LJC it was 23.9.

Faculty/Counselor Composition

In all but one of the colleges (LJC), the faculty composition is predominately white (Table 2.4). While Hispanic counselors appear to be better represented than Hispanic faculty, the base number is quite small. Nonetheless, 10 out of 15 counselors (67%) at IVC are Hispanic and 4 out of 5 counselors (80%) at LJC are Hispanic (Table 2.5).

Information Sent to and Received from Senior Institutions

Most colleges reported common types of information exchanges with senior institutions. Common types of information sent to senior colleges included student transcripts and college catalogs. Cochise College reported sending senior institutions copies of financial aid transcripts and test scores of students who met certain requirements for scholarship assistance. Imperial Valley also sent general evaluations for California State University and complied with articulation requests.

Information received from senior institutions varied by state and college. In Arizona, both AWC and CC received computer printouts from the University of Arizona and Arizona State University. These reports included the transfer student's name, sex, major, enrollment status, and degree earned. Imperial Valley College reported receiving articulation agreements by course and by major, transcripts, brochures regarding programs, campus, scholarship information, and progress reports of students who transferred. In Texas, LJC and TSC reported that a system was recently implemented which delineated how many students transferred from Texas two-year colleges to senior institutions and their GPA. Each community college was to receive a computerized report about transfer students which was to be generated by senior institutions.

Student Transfers to Senior Institutions

The colleges were asked to provide the number of students who transferred to senior institutions and to stratify the data by ethnicity, gender, age and enrollment status, and name of institution to which students transferred. However, the colleges did not have complete data on the number of students who transferred. Consequently, it was impossible to correctly ascertain the complete picture on the exact number of students who transferred from the BCC institutions to selective senior colleges. However, it was determined from California Postsecondary Education Commission data, that 146 students from IVC transferred to the University of California and the California State University System in 1985-1986. Similiarly, 265 students transferred from SWC to UC and CSU. Further, LJC reported 187 students who transferred in 1985-1986. The rest of the colleges could not determine how many students transferred. Even the figures available should be interpreted with caution, for they reflect only those students who transferred to some, not all, senior colleges. Those students who tranferred to out-of-state universities or to universities which did not report student transfers were excluded from the available figures.

Associate Degrees Awarded

Table 2.6 depicts the BCC 1985 enrollment and associate degrees awarded. Complete data were unavailable for all of the colleges. However, a cursory review of the data appears to indicate that when compared to overall student enrollment, only a minute number of associate degrees is awarded. For instance, at AWC the proportion of degrees awarded was 5.6 percent. Comparable figures for the rest of the colleges are CC (6.7%); LJC (2.5%); SWC (7.9%); IVC (7.2%).

Catalog Analysis

Zwerling (1980) asserts that if community colleges do not want to become merely subcollegiate technical institutes or centers for continuing education, then the transfer function should remain an important component of the community college mission. He adds that the commitment to the transfer function should be clearly communicated to students. One way this commitment can be communicated to students is through the college catalog. As the catalog is often the first impression of an institution that a student may have prior to deciding to apply for admission, it can have a crucial impact on the student's decision. It has the potential of influencing a student's decision to reject one institution in favor of another.

Each BBC institution's catalog was examined to determine the priority given to the transfer function, inclusion of transfer-specific information, description of transfer programs of study, and description of services available to transfer students.

Number of Pages Devoted to Transfer. Three of the six catalogs devote 5 pages or less to specific information about transfer; two of the six devote 6-8 pages; only one catalog devotes more than 10 pages to transfer information. This particular catalog includes transfer information on parts of 16 pages. However, the information is scattered throughout the catalog, making it difficult to find on the first reading of the catalog.

Priority Given to Transfer Function. None of the catalogs give much priority to the transfer function based on their minimal devotion of pages and sketchy information, even though four of the six mention the college-parallel transfer programs in their mission statements. Three list the transfer section in the table of contents making the sections easier to find. One catalog includes the transfer section in the index. Five of the six catalogs highlight the transfer information in a special section, identifiable by bold type and transfer headings. However, information provided in these sections is not substantial or detailed enough to answer specific questions a student might have about the transfer option.

Information about Transfer Counseling Services. Only two catalogs make reference to a Transfer Counselor on campus. One catalog suggests students can get information in the Transfer Center but no instructions were provided as to where this Center could be located on campus. All six catalogs suggest that students see a counselor if they have questions about the transfer function.

Information about Transfer Credit Programs. All six catalogs provide some information about transfer and graduation requirements. Five of the six identify transferable courses for specific baccalaureate degrees. One identifies specific transferable electives by degree program. Two catalogs refer students to some type of curriculum or course equivalency guide as a way for students to identify which courses would be transferable to four-year institutions. Two of the six catalogs provide information about specific curricular programs offered at nearby senior institutions and the course requirements needed to transfer into these selected degree programs. Only one catalog mentions that a number of occupational programs will transfer. This catalog refers students to a counselor for specific information on these programs. Only one other catalog includes information as to where students can find four-year college catalogs and other information such as assistance with admission and financial aid forms.

Summary

Even though the transfer function is assumed to be an important component of the community college mission, the analysis of the six BBC catalogs revealed that it is not awarded much priority by these institutions. These six catalogs were not found to be a comprehensive source of transfer-specific information for students. For the most part, the information that was included was sketchy and lacked detail. It was scattered throughout the catalogs rather than consolidated in one special section. The catalogs provided very limited information about transfer counseling services and transfer credit policies. There was an obvious lack of transfer information directed towards students in vocational/technical degree programs. Students' concerns about upper-level institutions' baccalaureate programs, admission requirements, and financial aid resources were not addressed in the catalogs.

Catalogs of Community Colleges and Upper-Level Institutions

The catalogs of two pairs of institutions, where a community college coexists with an upper-level institution providing baccalaureate and graduate work, were reviewed to determine to what extent these institutions work together to promote the transfer function between institutions.

There is evidence that one pair of institutions has cooperated to develp a curricula for community college students who may be interested in transferring into selected baccalaureate degree programs. Specific courses developed in conjunction with the upper-level institution are outlined in the community college catalog. The catalog of the upper-level institution includes a more general course selection for freshmen and sophomores and makes reference to a concurrent enrollment policy for community college students.

The catalogs of the other pair of institutions do not outline any specific courses developed by the coexisting institutions. The community college catalog makes no specific reference to the upper-level institution. The catalog of the upper-level institution does include information on the transfer of credit policy and concurrent enrollment policy for community college students. This catalog also mentions that their neighbor community college's programs prepare students for senior college and that the two institutions cooperate to assure students a smooth transfer.

Table 2.1

1985 BCC Enrollment By Ethnicity

	AWC	CC	IVC	LJC	SWC	TSC	TOTAL
Hispanic	1,032(26)	815(21)	1,887(58)	3,541(88)	3,112(31)	3,873(81)	14,260(48)
White	2,328(60)	2,344(60)	902(28)	270(7)	4,341(43)	725(15)	10,910(36)
Black	137(4)	205(5)	108(3)	16(.39)	564(6)	8(.16)	1,038(3)
Asian	18(.46)	116(3)	31(1)	4(.01)	1,612(16)	17(.35)	1,798(6)
Nat. American	100(3)	42(1)	29(1)	1(.02)	71(1)	7(.14)	250(1)
Other	292(7)	417(11)	292(9)	190(5)	363(4)	131(3)	1,495(5)
TOTALS	3,911	3,939	3,268	4,022	10,072	4,761	29,972

Table 2.2

1985 BCC Enrollment by Gender

	AWC	CC	IVC	LJC	SWC	TSC	TOTAL
Male	1,651(42)	1,785(45)	1,283(39)	1,630(41)	4,895(49)	1984(42)	13,228(44)
Female	2,260(58)	2,154(55)	1,984(61)	5,177(51)	2777(58)	16,744(56)	
TOTALS	3,911	3,939	3,268	4,022	10,072	4,761	29,972

Note: 1 AWC = Arizona Western College
CC = Cochise College
IVC = Imperial Valley College
LJC = Laredo Junior College
SWC = Southwestern College
TSC = Texas Southmost College

Table 2.3

1985 BCC Student Enrollment Status and Mean Age

	Full-time	Part-time	Mean Age
AWC	1033(26	2878(74)	27.6
CC	1140(29)	2799(69)	31.6
IVC	1616(49)	1651(50)	N/A
SWC	2988(30)	7084(70)	N/A
LJC	1871(47)	2151(53)	23.9
TSC	2253(47)	2508(53)	25

Table 2.4

1985 BCC Faculty Composition by School/Ethnicity

	AWC	CC	IVC	LJC	SWC	TSC	TOTAL
Hispanic	2(3)	3(3)	8(10)	91(65)	25(16)	76(37)	205(27)
White	72(96)	89(97)	68(85)	48(34)	130(81)	116(57)	523(69)
Other	1(1)	0(0)	4(5)	3(2)	6(3)	11(5)	27(4)
TOTALS	75	92	80	141	161	203	754

Table 2.5

1985 BCC Counselor Composition by School/Ethnicity

	AWC	CC	IVC	LJC	SWC	TSC	TOTAL
Hispanic	1(25)	2(40)	10(67)	4(80)	2(22)	7(100)	26(58)
White	3(75)	3(60)	5(33)	1(20)	7(78)	0	19(42)
Other	0(0)	0(0)	0(0)	0(0)	0(0)	0	0(0)
TOTALS	4	5	15	5	9	7	45

Note: AWC = Arizona Western College

CC = Cochise College

IVC = Imperial Valley College

LJC = Laredo Junior College

SWC = Southwestern College

TSC = Texas Southmost College

Table 2.6

1985 BCC Enrollment and Associate Degrees Awarded

Enrollment/Degrees	AWC	CC	LJC	TSC	IVC	SWC
Total Enrollment	3911	3939	4022	5013	3268	10,072
AA - Male	88(43)*	112(42)	27(26)	156(35)	52	N/A
AA - Female	115(57)	154(58)	75(74)	284(65)	185	N/A
AA - White	105(48)	184(69)	9(9)	70(16)	N/A	N/A
AA - Hispanic	81(37)	58(22)	90(88)	370(84)	N/A	N/A
AA - Black	5(2)	15(6)	1(1)	0(0)	N/A	N/A
AA - Asian	3(1)	3(1)	0(0)	0(0)	N/A	N/A
AA - Indian	1(.45)	3(1)	0(0)	0(0)	N/A	N/A
AA - Other	26(12)	3(1)	2(2)	0(0)	N/A	N/A
Total AA	221	266	102	440	237	795

*Numbers in parentheses are percentages

CHAPTER III

INSTITUTIONAL SITE VISIT ANALYSIS

Purpose

The purpose of the site visits was to generate qualitative data that could be employed to assess: 1) attitudes of community college staff with regard to student achievement and transfer; 2) internal and external barriers to minority student achievement and transfer; 3) effective community college policies, practices and services; 4) institutional monitoring of student persistence and flow to senior institutions; and 5) senior institution policies and practices which influence student transfer and completion of the baccalaureate.

Method

Qualitative data were acquired from site visits conducted at six BCC institutions and two upper-level institutions which co-existed with a consortium college on the same campus (Laredo State University and Pan American University at Brownsville). In consultation with the principal investigators, the project director developed a protocol which was used in a one-hour focused interview with numerous individuals on campus. The interview questions were borrowed from a model protocol developed by the National Center for Postsecondary Governance and Finance (Research Center at Arizona State University). Protocol copies are in Appendix B.

At each BCC institution, the following people were interviewed: college president, chief academic officer, director of institutional research, director of admissions, director of financial aid, selected special support services staff, and selected faculty.

At each upper level institution the following individuals were interviewed: chief executive officer, chief academic officer, director of institutional research, director of admissions, director of financial aid, selected special services faculty.

The institutional contact persons arranged the interviews and coordinated the site visits. The project director conducted all of the site visits in the Spring of 1987 according to the following schedule:

February 9	Arizona Western College
February 10	Imperial Valley College
February 11-12	Southwestern College
March 6-10	Laredo Junior College
March 9	Laredo State University
March 11	Texas Southmost College
March 12	Pan American University
March 17	Cochise College

Findings

Five of the research questions posed for this study served to guide the organization of findings:

RQ1. **What are the attitudes of key administrators, faculty and counselors with regard to community college student (particularly Hispanic) achievement and transfer to senior institutions?**

The interviews revealed that most of the college staff thought that transfer education was given a high priority on campus. However, the primary responsibility for this function was most often assigned to counseling and support staff. The prevailing attitude of many faculty members was that their primary responsibility was to teaching, not to counseling and advisement. With regard to minority students, in most cases, there was sincere concern for addressing the needs of Hispanic students, but in some colleges, particularly those where Hispanics were less than 50 percent of the enrollment, the prevailing attitude was that all students were treated the same, and that nothing in particular was labelled for minority students. In some instances, there was no official college policy on minority access and achievement. One faculty member said, "it's up to individual teachers. Some just don't pay attention to it."

However, overall there was a feeling that the college was doing its best for minority and majority students, and that students had more opportunities than barriers. Nevertheless, the college staff appeared to be frustrated in its efforts to address the needs of underprepared students. There was the frustration that the college could not overcome in one or two semesters what students didn't learn in 12 years of pre-college schooling, and that minority students had simply not gotten a good academic background in public schools. One faculty member said, "students have the idea that if they play the role of a good student, that if they are present and on time, they should pass. They are not used to the idea that it's performance that counts."

Another source of frustration was with developmental education. Most faculty were frustrated that they could not set high standards for fear that students would not finish their coursework in two years. On the other hand, the average student needed at least one year of remedial courses, which meant that it would take three years or more to complete associate degree requirements. Further, while most of the colleges were heavily involved with assessment for placement purposes, there was concern in some of the colleges that enforcement of assessment policies was weak and that students could circumvent the system by finding ways not to enroll in developmental courses. In one college that appeared to have strong assessment policy enforcement, the faculty were concerned that the college was changing policies every year, making it impossible to assess whether or not the policies were effective. Further, in one college where students enrolled in math courses had to pass the same kind of skills test at the end of every math course taken, there was concern that students might not be mastering math skills, because a significant number of students who passed the test once, often failed it when they took it again at the end of their next math class. However, increased student assessment had not really affected enrollment. As one admissions officer put it, "students can't go anywhere, anyway."

RQ2. What are the internal and external barriers to minority student achievement and

transfer to senior institutions?

A multitude of variables emerged in response to this question, which we grouped under student, institution, state, and community-centered categories.

Student Centered

The profile of potential transfer students that emerged from conversations with administrators, faculty and support staff was far worse than what one would expect from a non-traditional college student who with some support and encouragement could be expected to join the mainstream of a college-level learning community. Instead, college staff members described students as unmotivated, academically unprepared, indecisive, confused, immature, unfamiliar with what it took to be a successful college student, unwilling to leave their communities, even at the risk of unemployment or securing employment in low-level jobs, and having provincial attitudes about the world beyond their isolated communities which they feared to leave. This is hardly the profile of a serious college transfer student who plans to leave his/her hometown community to attend a university.

What's more, Hispanic students appeared to be experiencing some unique cultural barriers. The colleges' staff told of Hispanic parents who were illiterate about college and university lifestyles and the benefits that a college education could have for their children. Describing colleges as a "jealous mistress," a faculty member said, "it is easier for Hispanics to go to their local community colleges than to an out-of-town college. Children are kept under the reins of the family that protects them from a harsh world." Further, Hispanic students and their parents were said to experience difficulties meeting time lines, so that applications for financial aid, admissions and housing were often late. Since Hispanic families were living in communities that did not require a four-year degree, students had no great concern for initiating work toward the baccalaureate, and these same students became the primary targets for recruitment from proprietary schools which offered quick job training and promises of job placement.

Even those Hispanics who aspired a baccalaureate were frequently torn between the pressures of family financial survival and making education a priority. In low SES families, Hispanic students were expected to work at least part-time to help the family survive. According to one admissions officer, "Hispanic students don't transfer because they don't know how much money they can get, whether the money will cover all college costs, and many don't have the resources to wait and see if they will get financial aid." Also, some students enrolled in college full-time, not so much for their studies, but to help the family survive. These family pressures, combined with the burden of continued and increased costs of moving, transportation, tutoring, etc., tended to delay degree attainment.

Further, the colleges' staff was concerned that because many Hispanics came from first generation families where transfer was not a goal, students did not see themselves as being able to complete a degree. For example, many Hispanic students had vague notions about the meaning of college majors. They did not seek academic and student support services for themselves, had unrealistic levels of expectations and often started with small, seemingly attainable goals. One college president said, "a lot of very capable students don't believe they have the intellectual power to get a bachelor's degree. Once they go through a vocational-technical program and realize they can do baccalaureate work, they find much of the coursework they took is not applicable and need to take additional work to get a BA."

Another barrier was what one faculty member cited as "second language interference." Said this faculty member: "Hispanics are pseudo-bilingual —functional in both languages — but not necessarily correct in either." Another faculty member observed: "It's hard to take students where they're at and get them where they should be."

For Hispanic women, leaving the family was often described as a traumatic experience. Hispanic families tended to view women as nurturers, and leaving the family was considered to be an act of ingratitude and disregard for the family well-being. According to one faculty member, "Hispanic families want daughters to get married or get a job. They tell them to be a receptionist or to get a husband. Success means being successful in raising a family and then everything else." Conversely, one counselor said, "if an Hispanic male is the oldest son and the family is poor — they feel it's that son's responsibility to get a job to help the family. Then maybe the next three to four children can get an education." Further, Hispanic women appeared to lack self esteem. One staff member said, "they are told what to do. They are overly protected...they are told they have to wait on men and take a back seat to men." Another college staff member observed that Hispanic women tended to go into secretarial jobs because they were not aware of other possibilities. Conversely, Hispanic men tended to go into electronices or criminal justice to become policemen, bodyguards or highway patrolmen, because they liked the idea of wearing uniforms.

Institution Centered

At the institutional level, factors that influence student achievement and transfer were found at pre-college, community college and senior college. At the pre-college level, the issues that surfaced included the lack of student preparation in basic skills. And while most administrators recognized the importance of developing articulation mechanisms with public schools, this was not given a high priority at most institutions. One administrator said, "we generally do a poor job of articulation with high schools. We have 1-2 meetings a year, but we have not gotten down to substantive discussions of curriculum. This is a very touchy subject. High school faculty don't want to be told what to teach. It's the kind of activity one puts aside — there are other more important things to do." On the other hand, most of the colleges did communicate with high schools on less touchy subjects such as hosting career days for high school juniors and seniors, having counselors visit high schools to explain new college policies and offering concurrent enrollment opportunities. One college had adopted a junior high school with a large minority population and had developed an articulation agreement with secondary school districts in the area of mathematics.

Interestingly, one community college that had made a significant effort to establish an on-going communication system with its local feeder high school, still had to cope with negative attitudes. One counselor said, "the new high school superintendent says he wants all his students to graduate and qualify for admission to a university. High schools don't put the spotlight on the community college, they tell students to transfer to four-year, state colleges. High schools like to quote statistics on how many students transferred to prestigious universities." Furthermore, there was a concern that because high school teachers had not had the experience of attending a community college, they thought that students with little academic ability should go to work, and that this was especially true in predominantly minority schools. Said one admission officer, "some of these students do not take college-prep level courses in high school. Aspirations begin to be lowered in high schools. Parents don't have adequate information about open admissions in community colleges and don't understand how taking a set level of courses in high school will track students into a sector."

At the community college level, several policies and practices emerged that could be characterized as possible barriers to student achievement and transfer. These included faculty resistance to advise students either because this service was not in their contracts or they felt advisement was the counselors' responsibility. Some, though not all colleges, reported concerns with racism. Said one administrator, "there needs to be true understanding and acceptance of minority students by faculty and staff — there is an element of racism. We tend to be fearful of things we don't understand or are totally unfamiliar. We need to understand cultural differences." However, some of the colleges had abandoned targeting programs specifically for minority students because there was a negative stigma attached to taking advantage of these services. Some of the staff felt that there was an inadequate number of transfer courses being offered in comparison to developmental courses. There was also a concern that both the community college and senior institution catalogs did not provide adequate information for transfer students. At most of the colleges, data on student retention and transfer was limited. Figures on student transfer rates in each campus varied, giving the impression that the college staff was not sure to what extent there was a retention or transfer problem on campus. Further, the community college's two track program leading to an Associates of Arts (AA) or Associate of Applied Science (AAS), appeared to be causing students some problems. One counselor said, "if a student wants to be an electronic engineer and doesn't want to take calculus, he usually opts for the AAS degree. Then, if he later goes to a university, he may find that the courses he took from a non-transfer track program will not be accepted for transfer."

Additional barriers emerged in cases where the community college and upper-level institutions co-existed on the same campus. In these cases, even when efforts were made to exchange information about program requirements, a major problem was that students who initially enrolled in vocational-technical courses in the community college experienced problems in transferring to the upper-level institution when they discovered that they had few or no academic courses required for the baccalaureate. Since the upper-level institution was not authorized to offer freshmen and sophomore level courses, transfer students were told they had to go back to the community college to earn the pre-requisites needed for a bachelor's degree. Administrators at upper-level institutions were also concerned that community college students might be channeled into vocational courses that got funded at a higher level. Compounding this problem was that some community colleges themselves had two general education (GE) patterns which might have created confusion when students were planning their program of study. One was for a students who wanted to transfer but not earn an associate degree. The other was for two-year degree leading to an associate which often had stiffer GE requirements than the former. Further, upper-level university administratiors indicated that even though they shared a campus with the community college, the fact was that the two-year colleges had to concern themselves with teaching the multiple requirements of all universities, as opposed to preparing students to transfer to the upper-level institution. Further, effective articulation mechanisms had not been fully developed, despite the proximity of the institutions. Said one community administrator, "there's a lot of work to be done, and it keeps people extremely busy. Everyone is interested in facilitating transfer, but no one has the time to work things out...we have not sat down to develop articulation mechanisms with the senior institution, even after 10 years." A faculty member summed up the situation by observing that there was "no evidence of facilitated flow" of community college students to the upper-level university, and indicating that contact between faculty was primarily to deal with scheduling and to teach junior and senior level courses at the senior institution. "Contact is not about transfer students and curriculum nor are content issues frequently discussed. Even PPST scores are not formally discussed...most faculty do not have PPST figures, they just assume students aren't doing well."

At the senior institution level, the most frequent barriers mentioned included rising tuition, the costs involved in application and transcript fees, resistance to change, transfer shock, and the difficulties involved in obtaining data about transfer students from four-year institutions. Further, there was a concern that four-year college assessment policies might be having a differential negative affect on transfer students. In one state, transfer students needed to pay for and pass a math and writing competency exam to enroll at the state university. If they failed the test, they were required to take remedial courses that did not meet bachelor's degree requirements at a minimum cost of $210 per semester for two semesters. Community college staff also pointed to the frequent occurrence of university "impacted programs," those where little or no space was available due to the program's popularity. This seemed to be the case particularly in the area of business, the top choice in majors among the community college students enrolled in the six institutions. According to one counselor, "every year the senior institution changes its business program requirements.

If too many apply, they raise GPA requirements. If not enough students apply, they lower requirements." Moreover, counselors pointed to different general education requirements even within the same university. Said one counselor, "the University of California system has less transfers because none of the eight schools want to have a uniform GE transfer pattern. For example, the UC-San Diego has four GE patterns. In Berkeley every major has different GE requirements. At the California State University system, all campuses have the same GE pattern. So the University of California reputation is that it's harder." Another administrator bemoaned the traditional independence of four-year college faculty in determining curriculum, by saying "each one is a unique institution and make it a point to be unique." There was also frustration when universities failed to accept two-year college courses for transfer, prompting one community college administrator to say, "if the public only knew how many courses universities use because they don't accept community college courses, they'd scream bloody murder." There was also concern that departmental chairs changed policies often, and that university faculty were not always aware of their own curriculum.

In Texas where the community college shared a campus with an upper-level institution, additional barriers emerged. The staff at the upper-level institution was quite concerned that the university had a very limited budget, that funds appropriated from the state were inadequate, that they operated with a limited staff, and that not enough courses and programs were available to provide viable options for transfer students. This prompted one administrator to say, "it's a delusion that four years of education are available here...If a transfer student doesn't want to be a teacher, or go into general business, accounting and computer science, we can't do very much about it." There were instances, for example, where a student had to re-take a course already taken at the two-year college because the range of courses available at the senior institution was very limited. The impact of a depressed economy in the communities these institutions existed intended to exacerbate the problem. One administrator observed, "businesses here do not hire managers; they're all in the big cities. Students willing to leave can find jobs. However, businesses here hire at the lowest level and train employees the way they want. They really don't hire students with broad educational backgrounds."

State centered

The most frequent concern expressed by the colleges was that the state under-funded them. With limited state funds, the colleges felt they could not do very much to develop new interventions. For example, one California administrator observed that "state funding is pathetic," and that community colleges needed state money for matriculation and articulation, and to develop programs that promoted intersegmental collaboration. There was concern that Proposition 13 had lowered local property tax rates, so that community colleges had to rely on the state for more than 75 percent of their funds. Further, one administrator noted that the California Chancellor's office provided guidance and direction, but had little enforcement power, making it difficult for the state to orchestrate a systemic plan to improve minority student retention and transfer.

In Texas, the colleges were concerned about proposed state funding cuts. One South Texas community college administrator bemoaned that the college had little money or staff to make meaningful reform. Claiming that "the valley never gets what it needs, only what's left over," an administrator expressed frustration that staff were over extended. "There is a lot of work to be done and it keeps people extremely busy. Everyone is interested in facilitating transfer, but no one has the time to work things out." Another administrator observed: "The whole valley has three higher education institutions (Pan American University-Edinburgh, Texas Southmost College and Pan American University-Brownsville). This area has simply not been provided for educationally since the 1920s when the colleges were founded. We have had 61 years of educational neglect. The colleges get little tidbits from the state. Prisons get more money." Texas upper-level institutions also felt under-funded, and expressed the need to improve recruitment, curriculum and program offerings. One president observed that with limited state funding, "it's very difficult to create a tradition of higher education in the community."

Community centered

At the community level barriers emerged, particularly with regard to poverty and the isolation of most of the colleges from major metropolitan areas with major universities. The college staff pointed to the fact that for students from low SES backgrounds, school was not the primary preoccupation, it was economics. Further, many Hispanics living in depressed communities were simply not making it through high school. An administrator observed that "kids are not encouraged to go to college. By the second or third grade students are discouraged in insidious ways...teachers scream at kids. There is bad teaching. They don't know how to nurture and cultivate educational techniques. We will be lucky if students finish high school." Further, college staff explained that students were living in communities with high unemployment rates and where there were limited incentives to earn bachelor's degrees. Moreover, because of relative isolation from metropolitan areas, it was difficult for students to understand and apppreciate opportunities that existed beyond their communities and for the community colleges to develop close working relations with distant universities. One administrator explained: "Many students know only 1-5 universities in one state. They really don't know universities outside their state...they don't see them as alternatives and yet some universities are trying to recruit minority students." One administrator explained that when he had two $11,000 scholarships to Boston University, he couldn't find students to apply. He said, "I'm amazed at the sense of roots Hispanics students have...they're unwilling to leave the community and study elsewhere." Finally, the college staff expressed concern that community colleges were too far removed from senior institutions to have easy access or contact with them.

RQ3. What community college policies, practices or services have been effective in

contributing to minority student achievement, graduation and transfer?

Among the most innovative programs included Transfer Centers established with state support at Southwestern College and Imperial Valley College. The services offered were: information about general education requirements; opportunities to meet with university representatives on a regular basis; transcript evaluations; University Day and Major Day where advisors from popular university programs visited the community college campus; student follow-ups; a hotline phone service for students to check on the status of applications to universities; campus tours of local universities; assistance with university application forms; a transfer newsletter; career information; and access to local, state and national university catalogs. At both institutions, Transfer Center directors reported a phenomenal response to the Centers. They communicated that transfer students were coming in on their own, that the small staff could and was handling more and more students and that their log sheets for long-distance calls a week was three pages long.

Southwestern College also developed an exemplary partnership model with their feeder school district. School and college math faculty came together to compare and contrast the math curriculum. The college also provided tutoring services using students who could serve as role models for high school students and developed workshops for parents to understand the importance of math for their children's future careers.

Laredo Junior College established a Hispanic Women's Center offering academic and career counseling to non-traditional women. The Center also hosted Brown Bag lunch seminars to give women the opportunity to listen to the experiences of successful Hispanic women in their community. Also, the Center had sponsored a yearly conference focusing on the role of Hispanic women in society as well as how to overcome barriers on the road to academic and career success.

Texas Southmost College and Laredo Junior College were participating in a state-wide program that tracked the flow and progress of transfer students. This program allowed universities to send transcripts of students who transfer back to community colleges. Texas Southmost developed an automated degree plan so that students could work on computer programs of study for each institution. TSC was also planning to track students according to grades/courses taken at senior institutions. A TSC, a faculty development program included learning styles seminars, writing across the curriculum, and how to teach Hispanic students. Cochise College developed its own Transfer Curriculum Guide that listed the courses students need to take to transfer to selective universities, and had participated in statewide articulation meetings involving two- and four-year state institutions. Arizona Western developed an ESL program to accommodate three types of students — those students without degrees who exhibited limited English proficiences and who were enrolled for a one or two-year program; those students with degrees who took ESL to learn English; and students who plannned to transfer, but were coming in from Mexican proprietary schools. Cochise College also participated in a Higher Education Linkage Program with the University of Arizona to help reduce transfer shock. University of Arizona advisors visited Cochise College and had students visit the university to explain requirements, financial aid opportunities, and introduce students to key people at the university. Also, Cochise College offered students the opportunity to earn a bachelor's degree in education from Northern Arizona University without leaving the Cochise campus. Cochise was also developing a View Book of the college, a colorful document to outline basic information on financial aid, admissions, and student life, while paying special attention to including Hispanic students in the book's pictures.

There was also the usual array of academic and student support services, i.e., concurrent enrollment, honor programs, career/college day, tutoring centers, orientation, financial aid, developmental programs, social activities, and student recruitment among others. A limited amount of faculty advisement programs existed in most colleges. All told, most colleges were concerned about developing mechanisms to increase student retention, achievement and transfer, but some colleges had tried and tested more innovations than others.

In terms of college policies, those related to assessment and financial aid proved most illuminating. Table 3.1 outlines each BCC remedial studies and placement test enforcement provisions. While assessment is conducted at all colleges, institutions differ in terms of which students need to be assessed and in how strongly they enforce their placement test policy. LJC requires all students to take tests in writing, math and reading. On the other hand, AWC requires assessment only if students are seeking a degree. The staff at Laredo Junior College was concerned that the great variability in student ability be reduced in all classes so that instructors could teach to one, not multiple levels. But AWC was concerned that if fixed test score requirements were set up for courses, there might not be enough students to fill up the classes and that FTSE would be decreased. Only two colleges (LJC and SWC) had strong enforcement procedures both for placement tests and remedial studies. At other colleges, enforcement of policies was weak, students could circumvent the system, or students were not required to be assessed.

The most success with student assessment was reported at SWC. At SWC, students who declared a transfer goal or an associate degree objective were required to be assessed in reading, English and math. Armed with data obtained from a college predictability study that examined the correlation between reading scores and chances of succeeding in different courses, a placement program was developed, and minimum competencies were determined for academic courses. Students received predictability counseling and using assessment data, were counseled to enroll only in courses where they had a high probability of success. This system allowed students to enroll in a broad range of remedial and college-level courses, depending on their basic skills competencies. There was no developmental studies division at SWC. All faculty were expected to teach both under- and well-prepared students. This system allowed underprepared students to be exposed to the teaching styles of faculty who would likely be their instructors again in advanced courses. The staff reported this program was working quite well.

Interviews with Directors of Financial Aid revealed the benefits the aid was having on students. For example, one director said he saw a correlation between the level of aid awarded and student persistence and transfer. He especially saw a correlation between being a recipient of college work study and academic success. According to this director, "if students get free money and don't get involved with anything and don't interact with the system of the college, they won't learn about college. They will have no sense of belonging and no school spirit."

Moreover, the directors were not only concerned with awarding aid, but also with monitoring academic progress. All of the colleges had Satisfactory Academic Progress policies, and to qualify for continuous aid, students had to meet the requirements of academic progress. In most cases, students whose GPA fell below standard requirements were put on probation, required to see counselors and/or receive tutorial assistance, and were ultimately disqualified from receiving further aid if their grades did not improve. Thus, students on aid were required to maintain satisfactory academic progress. At SWC, a Satisfactory Progress Workshop was held each spring where financial aid counselors reviewed policies and explained the consequences of not performing well in college.

RQ4. **How does the institution monitor student persistence and flow to senior institutions?**

Four of the six BCC institutions had an Office of Institutional Research (LJC, SWC, TSC and CC). Nonetheless, accurate data on student retention and transfer were difficult to acquire. No one at the college appeared to know exactly how many students transferred. This was due to the fact that some of the colleges did not have the time, resources or interest to conduct studies on student retention and transfer and to examine the problems associated with monitoring student transfers. Problems cited included the fact that at the colleges without research offices, research was not a priority. One staff member said, "college priority is not there when compared to an instructor who brings in FTSE." Further, even the colleges who had research offices faced problems such as determining 1) whether or not a student who took one course at the community college should be counted as a transfer student; 2) the numbers who transferred to the wide range of in-state and out-of-state colleges; and 3) whether or not students who declared a transfer major actually desire to transfer. Also, four-year colleges and universities were considered less than cooperative in sending community colleges information about how many students transferred and how well they were doing after they transferred. In Texas, there was optimism that a new system requiring senior institutions to report this information to community colleges would eliminate one of the biggest barriers to monitoring the flow of students.

Some of the colleges had conducted student retention studies, but the response to them was mixed. In some colleges the data were shared with faculty, but in other colleges only administrators used the data. At one college, one administrator said he had conducted a small retention study, but that he no longer shared data with faculty, because the one time he did share the data, one faculty member had asked, "how does this relate to my class?"

A major problem collecting retention data was the stop in /stop out phenomenon. Some colleges were located in communities with highly mobile populations, i.e., farm workers, military personnel. Futher, some students who graduated would often return to take additional courses.

RQ5. What senior institution policies and practices influence student transfer and completion of the baccalaureate?

To address this question, the project director visited two upper-level institutions in Texas which co-existed with a community college on the same campus. These senior institutions were created to give students who lived in isolated communities the opportunity to initiate and complete a baccalaureate program of study without leaving their community. The senior institutions and corresponding community colleges which were visited were

Laredo State Unviersity (Laredo Junior College) and Pan American University at Brownsville (Texas Southmost College).

These upper level institutions are unique in that 1) they offer only junior, senior and graduate level work, so that all of their population is comprised of transfer students; 2) they co-exist with a community college on the same campus, in theory making it easier for two-year college students to transfer. The concept of upper-level institutions in Texas is an innovative configuration which recognizes the expanding role performed by junior colleges, the need to avoid program duplication and to provide the opportunity for students to continue with advanced and graduate level work.

Laredo State University

Laredo State University (LSU) provides upper-level (junior and senior) and graduate level course work in three divisions: Arts and Sciences, Business Administration, Teacher Education and Psychology. Graduate Studies are also provided on a limited basis, mainly in Business and Education. Originally, the Board of Directors of Texas A&I University at Kingsville was authorized to establish a Center in Laredo entitled Texas A&I University at Laredo. The Center was intended to work cooperatively with Laredo Junior College, which was already providing a general academic program at the freshman and sophomore levels, as well as continuing programs. Physical facilities were leased from the junior college and students were accepted for the first time in August, 1970 with a headcount enrollment of 286. In the Fall of 1972, a survey indicated substantial demand for graduate work. Authorization was granted from the 63rd Legislature to initiate a graduate program at Texas A&I University at Laredo. On September 1, 1977, the University's name was officially changed to Laredo State University (Laredo State University catalog, 1985-87). This allowed the university to be an autonomous, degree-granting institution, as opposed to being a branch campus of Texas A&I University in Kingsville.

Roughly 90% of the student population at Laredo State University is

Hispanic. Most of LSU students come from Laredo and from small, nearby communities such as Hebbronville, Zapata, San Ygnacio, Cotulla and Eagle Pass. Roughly 80 percent of LSU degrees go to Hispanics. LSU operates with a staff of 27 full-time faculty, 25 part-time faculty and four full-time counselors. Approximately 50 percent of the faculty at LSU is Hispanic, and all except one of the counselors are Hispanic (Table 3.2 & 3.3).

Pan American University at Brownsville

Pan American University at Brownsville (PAUB) was authorized as a center of Pan American University in Edinburgh by the Texas coordinating Board in the Spring of 1973. That year, PAUB opened with an enrollment of 398 students. The University offers programs in Arts and Sciences, Business Administration, Education and graduate studies. The PAUB Center made it possible for area students to pursue undergraduate and graduate studies without the necessity of travelling considerable distances to the Edinburgh Campus of Pan American University or to other distant universities. The Center serves Texas Southmost College transfer students, area teachers, plant and business personnel, housewives, and other students who wish to continue or upgrade their education at the Brownsville campus (Pan American University at Brownsville catalog, 1986-87).

Unlike Laredo State University, PAUB is not autonomous or degree granting. All curriculum decisions, financial aid processing and degree awards are made at the Edinburgh campus which is 60 miles distant. While this arrangement had reduced costs, it has created some administrative problems for the Brownswille Center. For example, when the Edinburgh computer goes down, it affects the Brownsville campus.

About 73 percent of the PAUB student body is Hispanic. The mean age of students is 31, and more than 50 percent are females. The Center serves about 35 percent of Cameron County students and offers an alternative for students to obtain a baccalaureate without driving to the Edinburgh campus (60 miles distant) or to Texas A&I University in Kingsville (125 miles distant). Like LSU, the Brownsville Center operates with a limited staff of 34 faculty and only two counselors. Roughly 56 percent of the faculty is white and 35 percent is Hispanic (Table 3.2 & 3.3).

Factors Enhancing Student Transfer

Both LSU and PAUB share a common organizational design as well as policies and practices which facilitate student transfer from the community colleges which are located on the same campus. Organizationally, both universities are upper-level institutions offering junior, senior and graduate level work created by the state to provide opportunities for students who live in isolated communities to complete their postsecondary education. Thus, many students with family obligations or financial constraints are afforded a viable alternative to continue their postsecondary education in their own communities. Further, since both institutions share the same campus and often the same facilities, it is possible to reduce costs, share resources such as faculty and library facilities, and work closely to ensure that a unified, coherent program of education is available for area students. Since the two-year and upper-level institutions are funded separately according to different state funding formulas (i.e. community college funding is based on contact hours while upper-level funding is based on semester credit hours), and have their own adminstrators, faculty and staff, it is also possible for each college to maintain autonomy and a separate identity. In particular, the two-year college can maintain its comprehensive, community college mission, remaining flexible and responsive to local educational needs. Indeed, each upper-level college has developed policies and practices which are designed to improve articulation with the two-year college and to enhance the transfer process and baccalaureate completion.

Bachelor of Applied Arts and Sciences (BAAS). The BAAS degree was developed in response to students who started a non-academic, transfer program of study in the community college (i.e. mid-management, computer sciences, allied health, child development, etc.) and later expressed a desire to transfer. However, the BAAS is now pursued by students who initially majored in education, but were unable to pass the Pre-Professional Skills Test (PPST), an exam which must be taken after the end of the sophomore year to qualify students to enroll in a teacher training program of study. The BAAS makes it possible for students who gain employment in managerial positions to move up the career ladder.

Faculty exchanges. Two-year and upper-level college faculty are often used to teach courses in each other's institution. In particular, upper-level colleges use community college faculty to teach courses in areas such as biology, business, computer science, health and physical education. This practice helps students to learn from the same faculty at the lower- and upper-division levels and generates coherence since students attend courses on the same campus and classroom. Further, community college faculty are often invited to meet with upper-level institution faculty to share teaching and curriculum problems and practices and to select textbooks.

Course/program comparisons. LSU developed an equivalency chart which details all courses at LJC and how they transfer to LSU. Similarly, PAUB has a Match Book which indicates which TSC courses transfer to PAUB. Both LJC and TSC have assigned a counselor to work with students who plan to transfer to the upper-level institution.

Opportunity to take concurrent courses. Students with advanced community college standing may enroll for courses at the upper-level institutions.

Faculty Advisement. LSU offers one-on-one faculty academic advisement, and students get a computerized degree plan. Further, students at both upper-level institutions benefit from personal attention from their instructors. Since only a small number of faculty are employed, students often take more than one course with a faculty member, which allows students and faculty to know each other and to develop relationships through individual interaction.

Student recruitment. On a limited basis, both LSU and PAUB have a recruitment officer who recruits students from junior colleges and nearby cities. In addition to the above, the upper-level institutions have implemented unique policies and practices designed to facilitate student retention and completion of the baccalaureate. For instance, LSU has developed a Language Proficiency Lab to help students develop their English language skills in oral and written communication. A joint semester course schedule is published by TSC and PAUB each semester. Further, PAUB has a computer lab which is often used to build writing skills. Test preparation sessions to acquaint students with the PPST, GRE and GMAT are provided free of charge at PAUB. At LSU, liberal financial aid policies have been helpful. For instance, at LSU, no cosigner is required for loans; an installment plan to re-pay loans has been implemented and LSU also allows students to use credit cards to pay for tuition and fees. When an LJC student is concurrently enrolled at LSU, financial aid is set for a full-time student. Further, LSU students get a small tuition break if dually enrolled at LJC.

Barriers to Student Transfer

While on the surface it may appear that students in regions surrounding Laredo and Brownsville are afforded true opportunities to attain a four-year program of study by transferring from the community college to the upper-level institution, closer inspection provides evidence that students may find more barriers than opportunities. The barriers may be categorized as follows:

Depressed location/community environment. Both Laredo and Brownsville are situated in one of the most depressed regions of the nation. Both cities were critically affected by the peso devaluation in Mexico. Unemployment rates often soar above 20 percent, businesses have been forced to shut down, and poverty is rampant. This severe economic depression prompted one administrator to say, "A cloud has come in against Brownsville." In this scenario, students have little, if any, incentives to attend college. Further, most Hispanics consider family responsibilities their number one priority, and are reluctant to leave the area, despite economic hardship. According to one administrator, "the school system drop out rate is 50 percent — there is no chance for advancement in the community...what is the incentive for them to finish? Students get discouraged when they see high school graduates in jobs with salaries of those who did not graduate." Further, both cities are relatively isolated. Laredo is 150 miles distant from any major metropolitan city and though Brownsville is surrounded by several small cities, the largest metropolitan city is about 225 distant. This isolation precludes the fostering of intellectual vitality in the Laredo and Brownsville area. Students are not exposed to a wide variety of cultural and educational activities or to a broad range of views and perspectives of diverse people. Thus, the absence of economic incentives, the effects of depression and the relative isolation of cities where these institutions are located may preclude students' motivation to take advantage of higher education opportunities.

Limited staff. Both upper-level institutions operate with a small staff of administrators, faculty and counselors. Administrators often assume several roles. For instance, the vice president of Academic Affairs at one upper-level university is also in charge of institutional research and planning, public information and program development. This administrator said, "I have constant interruptions...I can't set office hours because it's difficult to manage time." Morever, faculty appear to be overloaded, and have limited time for scholarly work or community/professional service. One faculty member expressed the essence of this problem: "Faculty members teach four courses at minimum, and often teach 5-6 courses as overloads. Because of low student numbers, we often teach four or five different courses...Because we have multiple preparations we have no time for research." Due to small faculty numbers, there often existed small, one person departments. But while having students exposed to faculty often facilitated close contact and personal attention, one administrator bemoaned that faculty were not as effective as they needed to be: "Faculty have a difficult time accepting that we don't deal with traditional students.

Students don't seek assistance as a matter of course unless in deep trouble. Faculty think students should be mature and responsible, but there has to be a balance." In short, staff limitations affect both the quality of institutional leadership and the instruction and advisement program.

Limited program offerings. A prime concern of upper-level college administrators and faculty was the small inventory of course and program offerings. Both LSU and PAUB were authorized to offer only a small number of courses for students with teaching or business majors. This untenable situation prompted one admistrator to say: "it's a delusion that four years of education are available here...If a student doesn't want to be a teacher or go into general business, accounting and computer science, we can't do much...lack of programs is our biggest barrier. For example, a student can't get a B.A. in math, but can get certified in math...Limited teaching fields also exist for education majors. The community college has a comprehensive array of courses, but students transferring have had a limited number of options...It is very difficult to create a tradition of higher education in the community." Further, these limitations hindered the ability of the university to both attract quality faculty or to develop a high quality program of study. Said one administrator, "it's not very exciting to have a degree in English when we have only two English faculty and one political scientist...We can't attract students or professors because we don't have programs."

At PAUB, this situation was worse, given the fact that PAUB was a center of the main Edinburgh campus. For example, since all upper division courses were not in high demand every term, occasionally not enough classes were made available to students. This created a hardship for students who could not make the 60 mile trip to Edinburgh and had to wait until classes were offered at the Brownsville campus. Further, the PAUB faculty expressed concern that curriculum decisions were made at the Edinburgh campus and that PAUB faculty had no imput on curriculum matters. One faculty member said, "Edinburgh has the curriculum committee...they determine what courses PAUB should offer. Because PAUB is not autonomous and degree granting, we must mimic the Edinburgh curriculum." The PAUB faculty also bemoaned the fact that funds and equipment were donated to the Edinburgh campus and that students in Brownsville were discriminated against because PAUB was not authorized to solicit funds. The university had no endowment, donations and no development office. One PAUB faculty member said, "because our program offerings are very limited, students are told that the program at Brownsville is inferior to Edinburgh."

Finally, the faculty were concerned that the students they dealt with often lacked basic skill proficiency, but that the university was not authorized to offer remedial work. At LSU, efforts to address the remedial problem were implemented through a language proficiency lab where students could use computer assisted instruction to upgrade their writing skills. However, because of staff and funding shortages, PAUB had no lab. Instead, students needing remedial work were referred to Texas Southmost College. In short, the limited array of programs and resources for students prompted one faculty member to say, "our range of programs is very limited...this gives way to the notion that certain professions are for the white population, and others for Hispanics." And another administrator said, "if the state does not allow us to expand, we cannot offer a BA in math or basic science. Yet, students are trapped to be small business operators or teachers...Is this all Hispanics can do?"

Conflict with community college. While most faculty and administrators considered the benefits of working with the nearby community college, they pointed to several problems. For example, although a PAUB counselor was assigned to work with TSC, often students were advised to take courses for a two-year degree that could not transfer or apply towards a bachelor's degree. This practice occurred particularly with students enrolling in vocational-technical programs such as computer science. Usually, students were faced between selecting a course that carried academic credit versus one that did not (i.e. Introduction to Accounting vs Principles of Accounting, Fundamentals of Speech vs

Principles of Speech). In these instances, students were often advised to take the non-academic course. Said one faculty member, "counselors have a vested interest to have students take their courses that count for enrollment." Further, sometimes students would take courses at the lower division level such as History of Mexico, Business Law, Money and Banking that were required at the upper division level. Because the upper-level institution had a limited array of courses, students were often asked to repeat a course they had already taken at the community college. The upper-level instutiton was often faced with the problem of not being able to accept all credit hours for transfer from the community college. One administrator said, "at other universities, students are told that they will accept 60 hours, but that they had to take 90 hours from the course inventory. But LSU cannot accept some credits. We tell students to go back to LJC to take lower-level courses. This causes a lot of frustration."

In fact, the conflicts cited above gave way to the creation of the Bachelor of Arts in Applied Science (BAAS). This degree was developed for students who initiated a vocational-technical area and then wished to complete a baccalaureate. According to one administrator, "the students don't know they are capable of earning a B.A. When they come to LJC, students feel the most important part of life is to prepare for a professional job. Once they go through a vocational-technical program and they realize that they can do B.A. work, they find that much of the coursework they took is not applicable and that they need to take additional courses to get the B.A. degree...But because LSU is restricted in the number of courses and duplication exists with LJC courses, students find there is not a broad array of courses to take. Then they have to go elsewhere or stay home...so sometimes even though the student took a course at LJC, LSU cannot accept it because students must take 18 hours of coursework at LSU. This degree has not caught fire."

Other concerns included the fact that while attempts had been made to share information on course rigor, the upper-level institution had no direct power to tell community college faculty what to teach, emphasize or cover. One administrator felt that PAUB was the best kept secret in South Texas — that community colleges did not view PAUB as a viable option for their students: "Some students at TSC don't know they can get a degree in accounting a PAUB." According to another administrator, "It's a matter of ego. Community college faculty feel they have greater satisfaction when they tell students to go to a prestigious institution." However, the university staff admitted that, "it's easier to transfer to other universities. We have limited lower level courses, others have a broader range."

Student deficiencies. Despite the fact that all of the students enrolled in the upper-level institutions were transfer students who should have acquired necessary academic proficiencies to perform well in college, the university staff bemoaned the condition of education of transfer students. One faculty member said students were "way behind in basic skills." Another said that "the number of students deficient in basic skills had increased." Yet, the university staff was willing to acknowledge that the basic skills problem was due to multiple factors, and not necessarily the fault of community colleges. The factors included lack of preparation in high school and at the community college. According to one faculty member, because students were isolated from the outside world and refused to leave the community, "students have no image of what they present to the public. They don't have preception of where they stand on the national level...They compare themselves only to this city...They lack vision...When they leave this city they feel threatened with language and competency. But here, they think they're doing very well." Limited language and communication skills were commonly cited problems, but the university staff felt frustrated that because they were not authorized to offer remedial work, they could do little to assist students. The faculty thought they shouldered the weight of dealing with students with academic deficiencies because "the really bright Hispanic students get scholarships to go elsewhere."

Assessment Practices. Ironically, the problem of student underpreparation in basic skills had forced the community college and upper-level institution to work together more closely and to foster the attitude that transfer students were both the two-year and upper-level institution's students. Through increased assessment practices, both institutions had begun to identify and rectify problems in reading, writing and mathematics. For example, at LSU, a policy was initiated that all students had to pass an oral and written Language Proficiency Exam (LPE) before entering any college level English courses. Students were allowed to take the test an unlimited number of times to pass it. However, assessment practices had also had a negative effect on students, and had been the subject of controversy.

The test that generated the most controversy was the state mandated Pre-Professional Skills Test (PPST) for teaching majors. The PPST must be taken at the end of the sophomore year, and covers grammar, writing and math. Teacher education majors were not allowed to take more than six hours of education courses unless they had passed the PPST. One university faculty member explained that transfer students, especially Hispanics, were "doing terrible" on the test and that the PPST had scared students away from majoring in education. The reasons for high failure rates were cited as fear of exams, lack of time to read and respond to questions, poor reading comprehension and overall lack of academic preparation. At LSU, which was not authorized to be a test center, one administrator cited the fact that students had to make the 150 mile trip to San Antonio. "They leave here at 4 a.m. to find the place. Often they haven't eaten or slept well. So they don't do well on the exams." Of course, high PPST failure rates reflected on how well community colleges were preparing students in reading, writing and math.

Another test teacher education students must master was the state mandated Exmaination for Certification of Education in Texas (EXCET). Students taking the EXCET could get certified to teach in Texas if they passed the exam which covered professional development such as methodology and philosophy, and content in a student's teaching field. For example, an English major at the secondary school level would take two portions of the EXCET, one in English and one in professional development at the secondary school level. University staff claimed students were not doing very well in the EXCET. Thus, while the tests might have had a salutary effect on teaching and learning policies and practices at both institutions, they might also have had a negative effect on students who viewed these tests as yet another stumbling block that precluded their ability to earn a baccalaureate and to practice in their chosen profession. Further, the university staff was concerned that they would lose enrollments if fewer students could pass required tests. One faculty member expressed this concern by commenting that the tests could devastate enrollments: "will tests reduce or postpone the transfer rate?" Another concern was that the state was considering a Rising Junior Test which would have to be taken at the end of the sophomore year, for all majors. If this test was mandated, the university staff thought enrollments would go down.

The university staff also identified other barriers to student progress. According to one administrator, "more than 50 percent of our students are employed full-time. They don't have the opportunity to interact. We have no residence dimension." Another bemoaned tuition increases in Texas, and that financial aid was simply not enough for most students: "School is not the primary preoccupation with people, it's economics. Students who work full-time can't put time into academics. So they come unprepared."

Further, re-entry women with families often had external preoccupations as well as child care problems. Housing for students was cited as poor and very expensive, placing a burden on out-of-town students. Because many of the graduate students were teachers working full-time, their salaries were too high to qualify them for financial aid. Finally, faculty indicated that because of low standards at the two-year college level, expectations would drop at the university, affecting their competitiveness. Another faculty member said, "students have a lackadaisical attitude...They have not thought of what they want to do. They don't know how to transfer or the consequences of changing programs. They are not as aggressive as they should be."

Limited monitoring of students. While assessment practices have helped both the community colleges and upper-level institutions to identify their students' academic problems, other types of monitoring such as assessing how many students transfer in and out of the university, determining student retention rates and conducting student follow-ups after graduation were either conducted on a very small scale or not done at all. No one at the upper-level institution could determine exactly how many of their students had transferred from their nearby community college. Administrators cited limited time, money, staff and resources as reasons for not monitoring students or conducting institutional research. There was no full-time person in charge of institutional research. No special person dealt with retention or transfer. Further, another administrator said the university had no time or person to keep up with how many students completed degrees or pursued graduate degrees. One president said, "it's difficult to track completers. It takes students 4-5 years to finish...I guess 72 percent finish after transferring." Further, university staff pointed to irregularities in student enrollment patterns. Some students got a bachelor's degree at the upper-level college and went to another university to get a graduate degree. Others atttended the university for one semester, but went to get a graduate degree elsewhere. However, university officials expressed concern that they were receiving most of the transfer students who were academically underprepared as well as students who started on a vocational-technical track at the two year college. Said one administrator, "Many community college students are not on an academic track. They are on a two-year or certificate track, so LSU is drawing from a smaller population."

State related problems. When the Texas Coordinating Board created the two upper-level insitutions, the focus of the universities was restricted to Business and Education.

However, both LSU and PAUB officials felt that it was time for the state to grant them authorization to provide additional programs. One administrator said, "it costs more and the Board does not want the institution to expand its role and scope." The administrators argued that South Texas as a whole had received limited state support, despite its depressed status. They pointed to state neglect extending to public schools which had few resources and too many students per class. They also argued that poverty, illiteracy and poor schooling were vestiges of long periods of neglect. One administrator expressed the fact that their region's population had increased, and that the number of children coming to colleges deficient in language skills had also increased. He said, "it takes a long time for the system to re-group and address these problems." Yet, administrators and faculty also pointed out that many reforms had taken place in Texas and that the impact of these reforms was coming.

State funding differentials were also cited. Aid for upper-level institutions was enrollment driven based on semester credit hours with no funds to develop programs. On the other hand, the community college funding was based on student contact hours.

Thus, lack of viable programs, courses, staff and fiscal resources, as well as the carry-over of long periods of state neglect had combined to limit the ability of the upper-level institutions to work cooperatively with the community colleges to provide opportunities for students to earn baccalaureate and graduate degrees. One president said, "no matter how closely we work with the community colleges, if there are few options, students will leave, get an associate or not go on. This is a waste of talent." An another administrator summed up the problem by saying, "the state needs to address program availability and provide choices for students. If not, South Texas will continue to be educationally deprived. We need new programs and comprehensive status. We can't continue to say higher education is available within a 50 mile radius. We're only here so they can say that."

Table 3.1

Colleges	Remedial Studies Enforcement Provisions	Placement Test Enforcement Provisions
1. AWC	Recommended, not required	Required only if seeking degree
2. CC	Student may waive recommendation to enroll in remedial work	Placement tests required in math, English and reading, but student can circumvent system. A reading score of is required to graduate. No test required if student has BA or taken only one course.
3. SWC	Required of all students according Minimum Competency Policy Computer -- puts a block on students who attempt to register in courses for which they do not have minimum competency.	All students who take more than six units or have declared a major are are tested. Those who enroll for personal interest are excluded.
4. IVC		
5. LJC	Required of all students, according to placement test.	All entering students take test in writing, math and reading
6. TSC		Students who took the ACT or SAT are not required to take TSC placement tests. All other students required to take tests before they register in English or Math. Enforcement is weak.

Table 3.2

Laredo State University and Pan American University-Brownsville Headcount

Enrollment by Ethnicity,

University	Fall 1983			Fall 1984			Fall 1985		
	White	Hispanic	Other	White	Hispanic	Other	White	Hispanic	Other
Laredo State U.	108(11)	739(78)	95(10)	107(12)	712(77)	109(12)	102(12)	674(78)	90(10)
Pan-American U.-Brownsville	272(25)	785(73)	22(2)	282(23)	90(75)	24(2)	305(25)	912(73)	27(2)

*Includes blacks, Asians, American Indians and Foreign students

Source: Governor Mark White. Annual Narrative Report for Academic Year 1985-86 on the Texas Equal Education Opportunity Plan for Higher Education, Tables III-3, III-4, and III-5, pp. 89-91. August 15, 1986.

Table 3.3

Laredo State University and Pan-American University-Brownsville
Faculty and Counselor Commposition, 1987

	Faculty			Counselors		
	White	Hispanic	Other	White	Hispanic	Other
Laredo State U.	12(44)	13(48)	2(7)	1(25)	3(75)	-0-
Pan-American U.-Brownsville	19(56)	12(35)	3(9)	1(50)	1(50)	-0-

Source: Data provided by LSU and PAUB.

CHAPTER IV

A RESEARCH PORTRAIT of BCC TRANSFER STUDENTS

Rationale

Community college critics cite that while nearly two-thirds of entering two-year college students declare a transfer-related educational goal, only a minute number actually transfer to eventually earn four-year degrees (Richardson & Bender, 1986; Bensimon & Riley, 1984; Astin, 1982). In the U.S. southwest, a traditional center of Hispanic population, there is mounting concern that while Hispanic students are differentially concentrated in community colleges, they have attained only minimal success moving from lower- to upper-division programs that lead to the baccalaureate (Lee, 1985; Wilson & Melendez, 1985; Astin, 1982). If two-year colleges are ever to launch significant reforms to turn the current low rate of transfer around, it is imperative that an empirical base of knowledge be made available. Research is needed to understand the factors that influence student transfer attitudes and behaviors and to serve as the rationale for the development of programmatic designs and evaluations of academic and student support strategies. Further, there is a critical need to lift the research base about transfer students which is largely marked by methodological flaws and limited utility.

Purpose

The purpose of this study was to determine how student background characteristics, behaviors, and attitudes exhibited during community college enrollment influenced student predisposition to transfer. To address this goal, the study tested a model of student predisposition to transfer (i.e., student transfer behaviors and attitudes) on a Border College Consortium population. More specifically, this study examined the structural relationships among five constructs: a) student background factors; b) initial commitments; c) social integration; d) academic integration; and e) pre-disposition to transfer. Student background factors were examined to determine the direct and indirect effects these factors had on community college students' pre-disposition to transfer and the direct and indirect effects initial commitments, social integration, and academic integration had on three multiple indicators of the dependent variable pre-disposition transfer: (a) the number of four-year institutions students planned to apply for transfer, (b) transfer behavior and (c) transfer perceptions.

Theoretical Framework

Tinto's (1975) model of student attrition has provided the theoretical framework for several retention studies (Pascarella, 1980; Fox, 1985; Bean, 1980; Wolfle, 1985). The modification of Tinto's model allows for the examination of direct and indirect effects of pre-college variables, institutional/goal commitments, and academic and social integration factors on student persistence. However, no studies on transfer students have incorporated Tinto's theoretical model.

This study employs Tinto's (1975) theoretical framework to develop and test a causal model of structural relationships among the following variables: Student background factors, initial commitments, social integration, academic integration and pre-dispostion to transfer.

Student background factors included high school grades, mother's and father's education, encouragement from significant others, and ethnicity.

Initial commitments comprised importance students attached to achieving their educational goals and to attending their institutions.

Social integration factors included faculty contact outside the class, involvement in extracurricular activities, informal conversations with faculty, reading the college paper, looking at bulletin boards for announcements or special activities, and participating in freshmen orientation.

Academic integration was comprised of four multiple indicators. These were 1) academic perceptions = perceptions of academic experiences and career preparation experiences; 2) perceptions of transfer = perceptions of transfer opportunities on campus, assistance obtained from counselors, special services for transfer students, information about transfer opportunities, encouragement received from faculty to think seriously about transferring, priority college gives to increasing the number of students who transfer and giving students who plan to transfer extra reading assignments; 3) behavior counseling = participation in academic and career counseling and meetings with recruiters from four-year colleges; 4) academic behavior = participation in study groups and honors programs, using the library to study, making appointments to seek faculty advice, asking faculty for advice, taking class notes, taking notes from assigned readings, asking faculty for additional references, attending campus lectures, asking instructors for help with writing skills.

The dependent variable, pre-disposition to transfer, was comprised of three multiple indicators: 1) number planned to transfer = the number of four-year institutions students planned to apply for transfer; 2) transfer behavior = discussing transfer opportunities with friends, seeking information about transfer from counseling office, seeking information about transfer from faculty, seeking information about transfer from friends who plan to transfer and friends who already transferred, seeking transfer information from a four-year institution and seeking information from community college catalogs; 3) transfer perceptions = importance attached to transferring, feelings about the possibility of not transferring, importance attached to getting a job as opposed to transferring, importance attached to transferring after earning an A.A. degree, and perceptions about worrying about transferring in the future.

Method

To acquire data from the variables specified in the theoretical framework, a Border College Consortium Student Survey was constructed (Appendix C). The items in the survey were borrowed from a South Texas Student Survey (Rendon, 1982) and from a questionnaire used by The Center for the Study of Community Colleges administered to a sample of students enrolled in 24 of the Ford Foundation's Urban Community Colleges Transfer Opportunities Program (Cohen, Brawer and Bensimon, 1985).

A systematic random sample of BCC students was taken from four disciplines where transfer students were likely to enroll: English, math, history and business. Stratified sampling was used (as opposed to selecting a sample from the total population at large) to ensure that appropriate number of elements were drawn from homogenous subsets of the population as well as to reduce sampling error. Thus, a stratified sample was considered to be more representative on a number of variables than was the case for a simple random sample (Babbie, 1973). It was decided to take a random sample of five percent of each institution's Spring 1987 enrollment. The five percent enrollment figure was then divided by 25, the approximate number of students per class. This figure yielded the number of class sections to be sampled per institution (Table 4.1). To determine the number of class sections to be sampled per discipline, the Spring 1987 class schedule of English, math, history and business classes was used to count the number of class sections being offered that term for each discipline. This figure was multiplied by five percent, which yielded the number of class sections to be sampled per discipline (Table 4.2). This process ensured that equal proportions of students were sampled in each institution. Further, the class section was used as the unit of sampling even though the student was the unit of analysis.

A total of 64 class sections were sampled during April-June, 1987. Each Institutional Contact Person working with the Project Director coordinated the administration of the survey. A total of 1600 student questionnaires and 64 faculty surveys were sent. However, some classes had less than 25 students attending class, while others had more than 25 students attending. A total of 647 questionnaires were returned, which were sorted according to ethnicity:

Hispanic	422	(65)
White	147	(23)
Black	19	(3)
Native American	11	(2)
Asian	33	(5)
Other	15	(2)
Total	647	(100)

Since Hispanics and whites constituted 88 percent of the population, it was decided to drop the other ethnic groups from the analysis. Thus, 569 surveys were used to conduct the analysis of the data.

Structural equation modeling and LISREL VI (Joreskog & Sorbom, 1984) were used to examine the parameter estimates of the structural and measurement models of the hypothesized causal model. Measures of goodness of fit were examined to provide indices for the overall fit of the causal model in the study. Covariance structure models combine a measurement model and a structural (causal) model into a complete model and are analogous to a combination of factor analysis and path analysis. The most powerful aspect of LISREL is that the parameters for the measurement and causal models can be estimated simultaneously, standard errors can be obtained, and the goodness of fit evaluated (Bentler & Speckart, 1981; Bentler & Weeks, 1980; Joreskog, 1977; Pedhazur, 1982; Long, 1983). Because a polyserial correlation matrix was used to analyze the data, a Chi-squared goodness of fit was not possible due to the use an unweighted least square solution. All other indices for assessing the fit of the model were used, including the total coefficient of determination for the Y variables and the structural equations.

FINDINGS

The findings of this study are divided into two parts. First, descriptive data on selected variables will be presented. Second, inferential data acquired through the testing of a model of student pre-dispositions to transfer will be described.

Student Background Characteristics

The sample included 422 Hispanics (74%) and 147 whites (26%). It is interesting to compare Hispanic student background characteristics with those of white students. In this study, the following differences between Hispanic and white students were noted. Hispanic students were younger; their mean age was 22.77 compared to 26 for whites. Hispanic students' parents had less education than white parents. The mean years of schooling received by Hispanics parents was eight, compared to 12 for whites. Hispanic students came from families with lower socio-economic status than whites. Only 31 percent of Hispanics came from families with incomes that ranged above $20,000, compared to 59 percent for whites. Hispanics reported earning lower high school grades than whites, although it was interesting to note that more than 50 percent of both whites and Hispanics reported earning A's and B's. However, 53 percent of Hispanics compared to 61 percent of the whites reported earning A's and B's. More Hispanic students (61%) than white students (46%) were enrolled at the freshman level. Similarly, although over half of the sample was enrolled full-time, 76 percent of Hispanics compared to 61 percent of whites were attending college full-time. Hispanic females (58%) outnumbered males (42%), but the white sample was evenly divided (50%) between the two genders. Mothers and fathers provided the most encouragement for students to attend college for both Hispanics and whites. Hispanic students appeared to be receiving more encouragement to attend college from high school teachers and counselors than white students. Salient student background factors are portrayed in Table 4.3.

About 49 percent of the Hispanic households spoke only Spanish or more

Spanish than English. Whites reported earning higher grades in the community college than Hispanics. About 69 percent of whites reported earning A's and B's compared to 45 percent of Hispanics. Finally, whites reported earning more (over 40) community college hours (43%) than Hispanics (34%).

In summary, the major differences between Hispanic and white students were:

- Whites have higher high school grades
- Hispanics come from families with lower SES
- Whites make higher grades in the community college
- Whites earn more college hours
- Hispanic students are younger
- Hispanic mothers and fathers have less education

Reasons for Attending Community College

Table 4.4 provides interesting findings regarding the reasons why students enroll in community colleges. The main reason cited by Hispanics and whites was to prepare for transfer to a four-year college or university. Other reasons which were cited by more than 50 percent of white and Hispanic students were that 1) it was cheaper; 2) they wanted to stay close to home; 3) they wanted to take courses for self-improvement or enrichment; and 4) they wanted to be able to work while studying in their home town.

Courses Completed in Arts, Math and Science

Table 4.5 portrays the number of courses students reported earning in arts, math and science. In every discipline, Hispanics are less represented than whites. However, it is interesting to note that both Hispanics and whites are least represented in the sciences and the humanities, and most represented in social science, math and computer science and communication/English composition.

Career Plans/Importance Attached to Degree Attainment

It is interesting to note in Table 4.6 that about a third of both Hispanics and whites aspire to advanced degree professions (e.g. accountant, engineer, lawyer, physician, professor). The next most popular choices of future career plans were social service occupations such as teacher, law enforcement or corrections officer, social welfare or recreation worker. About 22 percent of Hispanics chose this profession, compared to 14 percent for whites.

According to table 4.7 it appears that both Hispanics and whites attach great importance to attaining college degrees. This was especially true at the associate, bachelor's, and master's degree level.

Encouragement From Significant Others

For both Hispanics and whites, parents provided the most encouragement to attend college. Further, high school teachers and counselors appeared to have provided more encouragement to Hispanic students than to whites (Table 4.8).

Encouragement to Transfer to a Senior Institution

Parents appeared to provide the most encouragement for Hispanic and white students to transfer. Interestingly, the least encouragement to transfer came from community college faculty and counselors as well as the two-year-college's registrar's office (Table 4.9).

Institution/Goal Commitments

A very high degree of importance to accomplish educational goals and to attend the community colleges was reported by both Hispanics and whites. About 98 percent of Hispanics and 97 percent of white students said it was important or extremely important to accomplish their educational goals. Further, 91 percent of Hispanics and 85 percent of white students said it was important or extremely important to attend their community college (See tables 4.10 and 4.11).

Importance of Transfer

Several items yielded information regarding the importance attached to transferring. Table 4.12 reveals that 40 percent of Hispanics and 39 percent of whites have plans to transfer, but have not yet applied. Only 14 percent of Hispanics and 10 percent of whites have no plans to transfer. Thus, it appears that most Hispanics and whites view transfer as a viable option. Other findings confirm that students plan to transfer and attach importance to transferring. When students were asked when they planned to transfer, 51 percent of Hispanics and 58 percent of whites indicated they planned to do so after earning an associate, while 26 percent of Hispanics and 27 percent of whites planned to transfer before earning an associate. Only 16 percent of whites and 24 percent of Hispanics had no plans to transfer.

Academic Integration

The responses to several items provide an overview of how well students were academically integrated. Four multiple indicators provide a construct of academic integration.

1. Academic/Career Perceptions. About 92 percent of both Hispanics and whites agreed or strongly agreed that their academic experiences at their community colleges were very good. Similarly, 86 percent of Hispanics and 80 percent of whites agreed/strongly agreed that their career preparation experiences at their community college were very good (Tables 4.13 and 4.14).
2. Campus Transfer Perceptions. Table 4.15 provides indicators of student transfer perceptions. About half of the sample believed that the community college provided excellent information on transfer opportunities. Over 60 percent felt that students who wanted information about transfer could get help from counselors, and roughly half of the sample felt the college provided special services for students who wished to transfer. However, only 30 percent of Hispanics and 25 percent of whites felt their community college teachers had encouraged them to think seriously about transferring. Interestingly, 33 percent of Hispanics and 20 percent of whites wanted transfer information, but did not

know who to see about it. Over half felt that increasing the number of students who transferred should be a top college priority. Yet, only 16 percent of whites and 35 percent of Hispanics believed teachers should give transfer students extra reading/writing assignments.

3. Counseling Behavior. Table 4.16 portrays the responses to three of the items used to measure counseling behavior. About 67 percent of Hispanics and 74 percent of whites seldom or never participated in academic counseling. Similarly 68 percent of Hispanics and 89 percent of whites seldom or never participated in career counseling. Fully 86 percent of Hispanics and 88 percent of whites seldom or never met with four-year college recruiters.

4. Academic Behavior. Tables 4.16 and 4.17 contain some of the items used to measure academic behavior. In Table 4.16 it is indicated that the vast majority of students seldom or never participate in study group sessions (79%) or in honors programs (93%).

In Table 4.17, the following academic behavior was noted:

- The majority of Hispanics (86%) and whites (78%) occasionally or frequently used the library to study.
- About half of the sample had never or rarely made an appointment with an instructor (H = 51%; W = 54%).
- The vast majority of the sample had never or rarely asked the faculty for advice (H = 69%; W = 71%).
- The vast majority had taken detailed notes in class (H = 89%; W = 90%).
- The vast majority had taken notes from assigned readings (H = 78%; W = 73%).
- Over half of all students had never/rarely asked faculty for additional references (H = 54%; W = 63%).
- Over 60 percent had never/rarely attended campus lectures.

- o The majority of students had never/rarely asked faculty for help with writing skills (H = 69%; W = 72%).

Social Integration

Social integration is another important measure of how well students integrate and develop an affiliation with the institution. Several studies have documented that social and academic integration enhance student retention and persistence. In this study, the following items revealed the extent of social integration exhibited by BCC students.

Faculty Contact Outside of Class. About 77 percent of Hispanic and white students seldom or never saw faculty outside of class (Table 4.18).

Involvement In Extracurricular Activities. The vast majority of students seldom or never participated in college extracurricular activities (Table 4.19).

Informal Conversations with Faculty. Table 4.17 provides documentation that few students interact with faculty members. Fully 78 percent of Hispanics and 66 percent of whites seldom or never had an informal conversation with an instructor.

Read the College Paper. It appears that about half the sample (H = 56%; W = 47%) read the college paper (Table 4.17).

Look at Bulletin Boards. Over half of the sample, (H = 60%; W = 50%) looked at bulletin boards for announcements of special activites (Table 4.17).

Participation in Freshman Orientation. Table 4.16 provides evidence that over 80 percent of the students seldom or never participated in Freshman orientation.

Pre-Disposition to Transfer

Do the attitudes and behavior of community college transfer students indicate a true commitment to transfer? The literature (Cohen 1985; Bensimon and Riley, 1986) suggests that many students who initially declare a transfer-oriented goal may not really want to transfer. In this study, three multiple indictors were used to construct a measure of student pre-disposition to transfer.

Number of Colleges Planning to Transfer. Table 4.20 provides a profile of the number of four-year institutions students planned to apply for transfer. The vast majority of students plan to transfer to one or more institutions. Only 23 percent of Hispanics and 20 percent of whites indicated they would not apply or had no plans to transfer.

Transfer Behavior. Tables 4.17 and 4.21 provide information regarding the behavior exhibited by students with regard to transfer. According to Table 4.17, half of the sample (H = 49%; W = 51%) discussed transferring with their friends.

Table 4.21 reveals the following regarding the extent students sought information about transferring from various sources:

- The vast majority seldom or never (H = 70%, W = 77%) sought information about transferring from the counseling office.
- The vast majority seldom or never (H = 81%; W = 82%) sought information about transferring from community college faculty.
- A substantial proportion of students (H = 43%; W = 34%) often/very often turned to friends planning to transfer for information about transferring, even though over half of the sample never or seldom used this source of information.
- Similarly, about 40 percent of Hispanics and 36 percent of whites often/very often turned to friends who already transferred for information about transferring.
- The vast majority of students (H = 77%; W = 68%) seldom/never sought transfer information from four year institutions.
- Over half of the sample (H = 69%; W = 68%) seldom/never used the community college catalog to acquire transfer information.

Student Transfer Perceptions. Both Hispanics and whites appear to feel strongly about transferring as revealed in table 4.22.

- Nearly three-fourths of Hispanics and whites felt transferring was important.
- About half the sample felt it was better to transfer after earning an associate degree.

- Over half the sample disagreed that transferring was too far in the future to worry about it now.
- About 44 percent of the Hispanics and 56 percent of the whites agreed that if they didn't transfer they would feel disappointed.
- Over half of the sample disagreed that getting a job was more important than transferring.

A Structural Model of Factors Affecting Student Pre-Disposition To Transfer

While research studies of community college transfer students are numerous, many are limited to descriptive as opposed to transfer and native students employing variables such as GPA, academic programs, graduation rates, financial aid status, SES, freshman year aspiration, and attitudes toward enrolling in selective universities (Peng & Bailey, 1977; Anderson & Riehl, 1974; Anderson & Peterson, 1973; Holmstrom & Bisconti, 1974; Hodgson, 1974; Smart & Ethington, 1985; Phelar, Andrew and McLaughlin, 1981; Volkwein, King & Terenzini, 1986). Research studies that examine the causal relationships among student background and academic and social integration factors, as well as the factors' impact on two-year colleges transfer attitudes and behaviors and attitudes are practically non-existent.

The theoretical model applied in this study was based on Tinto's student attrition model (Tinto, 1975). Tinto's explanatory model specifies that upon entering college students bring with them a variety of attributes or pre-college experiences and background characteristics which have an impact on determining educational expectations and commitments. These educational expectations and commitments represent initial institutional/goal commitments by students when first entering college. These initial commitments change during a student's stay in a college as a result of a student's normative and structural integration into the academic and social systems of the institution. As a result of the student's social and academic integration, decisions to withdraw or remain in college to completion are made by students. For some community college students whose educational goal is to transfer to a four-year institution, these same background characteristics, initial commitments and integration processes have an impact not only on retention decisions, but, even prior to the student's determination to withdraw or stay in college, they affect attitudes and behavior towards transferring.

This study tested the hypothesis that high levels of congruency between students and their environments lead to high levels of student pre-disposition to transfer, as defined by transfer behaviors and perceptions. Through the modification of Tinto's (1975) attrition model, the study examined how seven constructs affected pre-disposition to transfer. These constructs were: high school grades, parents' education, encouragement, ethnicity, institutional/goal commitments, academic integration and social integration. The model examined the direct and indirect effects of background characteristics and initial commitments on academic integration and social integration; the direct and indirect effects of background characteristics and initial commitment on pre-disposition to transfer; and the direct effects of academic integration and social integration on pre-disposition to transfer. Structural equation modeling (Bentler, 1980; Bentler & Speckart, 1981; Bentler & Woodward, 1978; Kenny, 1979; Long, 1976; Pedhazur, 1982) was used to examine the strutural coefficients and measurement model of the hypothesized causal model.

The measurement and structural models were found to represent a plausible causal model of student pre-disposition to transfer among community college students. The measures used in assessing the fit of the model reflected the overall strength of the hypothesized model.

To a large extent, the findings supported the hypothesized revision of Tinto's model. Initial commitments (importance students attached to achieving their educational goals and to attending their college) were found to have a negative direct effect, but a positive total effect on the dependent variable, pre-disposition to transfer. Students who entered their community colleges with higher levels of institutional and goal commitments had applied to more four-year institutions, sought more information about transferring from counselors, faculty, friends, four-year institutions, and community college catalogs and had higher levels of social and academic integration. Likewise, students with higher levels of social and academic integration had higher levels of pre-disposition to transfer. Thus, the notion that high levels of congruency between students and their environments lead to high levels of pre-disposition to transfer is supported by this study.

Interestingly, the results further indicated that the hypothesized relationship between ethnic origin and pre-disposition to transfer could not be substantiated. Being white or Hispanic had no relationship to high or low pre-disposition to transfer, indicating that transfer behaviors and perceptions were a function of a composite community college population, as opposed to a unique ethnic group.

In summary, the major findings related to students pre-disposition to transfer are as follows:

1) Ethnicity has no relationship to transfer behaviors and perceptions.
2) High levels of institutional/goal commmitments are positively related to transfer behaviors and perceptions.
3) Students with high levels of social and academic integration had high levels of transfer behaviors and perceptions.

Table 4.1

BCC ENROLLMENT AND NUMBER OF CLASSES TO BE SAMPLED

BCC Institutions	1987 Enrollment	5% Enrollment	Total Class Sections Sampled
Southwestern College	11,376	569	23
Imperial Valley	3,267	163	7
Laredo Junior	4,022	201	8
Cochise	3,939	197	8
Texas Southmost	4,761	238	10
Arizona Western	3,911	196	8

Table 4.2

BCC TOTAL NUMBER OF SPRING 1987 SECTIONS SAMPLED PER DISCIPLINE

BCC Institution	English	Math	History	Business	Total Sections	Total Surveys
Southwestern College	6	6	6	5	23	575
Imperial Valley	3	2	1	1	7	175
Laredo Junior	3	2	2	1	8	200
Cochise	3	2	1	2	8	200
Texas Southmost	4	3	2	1	10	250
AWC	3	3	1	1	8	200

English = grammar, composition and literature classes
Math = all levels of math offered
History = all levels of history offered
Business = Accounting and Introduction to Business Classes

Table 4.3
STUDENT BACKGROUND FACTORS

Variable & Total N		Categories and Figurances	Percentages	
			Hispanic	White
1.	Ethnicity N= 569	H= 422 W= 147	74	26
2.	Student Classification H= 413 W= 145	Freshman (H= 253, W= 66)	61	46
		Sophomore (H=120, W= 48)	29	33
		Other (H= 40 W=31)	10	21
3.	Enrollment status H= 420 W= 147	Full-time (H= 318, W= 90)	76	61
		Part-time (H= 102, W=57)	24	39
4.	Sex H= 421 W= 147	Male (H= 176, W=73)	42	50
		Female (H= 245, W= 74)	58	50
5.	High School Grades H= 413 W= 147	Mostly A's (H= 37, W= 24)	9	16
		Mostly A/B's (H= 113, W= 43)	27	29
		Mostly B's (H= 71, W= 24)	17	16
		Mostly B/C's (H=129, W= 36)	31	24
		Mostly C's (H= 5, W= 11)	7	7
		Mostly C/D's (H= 15, W= 8)	4	5
		Mostly D's (H= 1, W= 0)	.2	0
		Mostly D/F's (H=1, W= 0)	2	0
		I did not attend (H= 16, W= 1)	4	1
6.	Parent's Income H= 391 W= 138	$5000 or less (H= 75, W= 12)	19	9
		$5000 - $10,000 (W= 73, W= 12)	19	9
		$10,000 - $15,000 (H= 74, W= 16)	19	12
		$15,000 - $20,000 (H= 48, W= 17)	12	12
		Over $20,000 (H= 121, W= 81)	31	59
7.	Encouragement from H/S teachers H= 398 W= 142	None (H= 67, W= 36)	17	25
		Little (H= 72, W= 25)	18	18
		Fair (H= 99, W= 39)	25	27
		Great Deal (H= 160, W= 42)	40	30

Variable & Total N	Categories and Figurances	Percentages	
		Hispanic	White
7b. Encouragement from H/S counselor			
H= 395	None (H= 66, W= 41)	17	29
W= 141	Little (H= 67, W= 28)	17	20
	Fair (H= 96, W= 32)	24	23
	Great Deal (H= 166, W= 40)	42	28
7c. Encouragement from Mother			
H= 403	None (H= 39, W= 23)	10	16
W= 142	Little (H=36, W=19)	9	13
	Fair (H= 62, W= 28)	15	20
	Great Deal (H- 266, W= 72)	66	51
7d. Encouragement from Father			
H= 391	None (H= 64, W= 30)	16	21
W= 142	Little (H=35, W= 15)	9	11
	Fair (H=54, W=28)	14	20
	Great Deal (H=238, W=69)	61	49
7e. Encouragement from Relatives			
H= 408	None (H= 55, W=41)	13	29
W= 141	Little (H=50, W=23)	12	16
	Fair (H=127, W=28)	31	20
	Great Deal (H=176, W=49)	43	35
7f. Encouragement from Friends			
H= 404	None (H= 52, W= 24)	13	17
W= 140	Little (H= 75, W=30)	19	21
	Fair (H=122, W= 36)	30	26
	Great Deal (H= 155, W= 50)	38	36
8. Weekly Hours Employed			
H= 407	0 hrs (H= 132, W= 35)	32	24
W= 144	1-20 hrs (H= 116, W= 39)	29	27
	21-40 hrs (H= 125, W= 43)	31	30
	Over 40 hrs (H= 33, W= 27)	8	19
9. Language Spoken			
H = 420	Only English (H - 32, W = 138)	8	95
W = 146	Both, More English (H = 112, W = 6)	27	4
	Both, Equally (H = 68, W =1)	16	.7
	Both, More Spanish (H = 148, W = 1)	35	.7
	Only Spanish (H = 60, W =0)	14	0

Variable & Total N	Categories and Figurances	Percentages	
		Hispanic	White
10. Community College Grades H = 411 W = 142	Mostly A's (H = 30, W = 42)	7	30
	Mostly A/B's (H = 84, W = 32)	20	23
	Mostly B's (H = 75, W = 23)	18	16
	Mostly B/C's (H = 131, W = 32)	32	23
	Mostly C's (h = 53, W = 9)	13	6
	Mostly C/D's (H = 30, W = 4)	7	3
	Mostly D's (H =5, W = 0)	.8	0
	Mostly D/F's (H = 3, W = 0)	.7	0

Table 4.4
REASONS FOR ENROLLMENT AT COMMUNITY COLLEGE

Reason	Agree	Disagree	Neutral	N/R
1. I wanted to stay close to home	H 211(57)	75(20)	83(22)	4(1)
H=373, W=192	W 97(51)	48(25)	46(24)	1(1)
2. It was cheaper to go to this community college	H 228(61)	63(17)	78(21)	4(1)
H=373, W=192	W 133(69)	25(13)	33(17)	1(1)
3. Wanted to be working while studying in my home town.	H 186(50)	105(28)	78(21)	4(1)
H=373, W=192	W 96(50)	50(26)	44(23)	1(1)
4. I wanted to "try out" college.	H 165(44)	116(31)	88(24)	3(1)
H=373, W=192	W 52(27)	93(48)	46(24)	1(1)
5. Most of my friends were going there.	H 63(17)	208(56)	94(25)	8(2)
H=373, W=192	W 14(7)	144(75)	31(16)	3(2)
6. The college's academic reputation was very good.	H 141(38)	61(16)	166(45)	5(1)
H=373, W=192	W 68(35)	46(24)	76(40)	1(1)
7. The college offered a very good program in may major field of study.	H 166(45)	68(18)	131(35)	8(2)
H=373, W=192	W 68(35)	46(24)	76(40)	2(1)
8. I thought I would be rejected at a four-year college.	H 65(17)	255(60)	76(20)	7(2)
H=373, W=192	W 23(12)	133(70)	35(18)	1(1)

Reason	Agree	Disagree	Neutral	N/R
9. I applied, but was not accepted at a four-year college.	H 15(4)	302(81)	47(13)	9(2)
H=373, W=192)	W 8(4)	154(80)	28(15)	2(1)
10. I wanted to get a vocational-technical preparation for a job.	H 90(24)	212(57)	61(16)	10(6)
H=373, W=192	W 33(17)	124(65)	33(17)	2(1)
11. I wanted to take courses for self-improvement or enrichment.	H 191(51)	98(26)	77(21)	7(2)
H=373=, W=192	W 120(63)	40(21)	29(15)	3(2)
12. My high school counselors told me I should go there.	H 54(14)	224(60)	81(22)	14(4)
H=373, W=192	W 10(5)	141(73)	37(19)	4(2)
13. My high school teacher told me I should go there.	H 51(14)	234(63)	74(20)	14(4)
H=373, W=192	W 10(5)	138(72)	40(72)	4(2)
14. My parents insisted I go there.	H 87(23)	195(52)	78(21)	13(3)
H=373, W=192)	W 16(8)	144(75)	28(15)	4(2)
15. No one encouraged me to apply to a four-year college.	H 87(23)	204(55)	70(19)	12(3)
H=373, W=192	W 38(20)	107(56)	45(23)	2(1)

Reason	Agree	Disagree	Neutral	N/R
16. My teacher/ guidance counselor suggested it. H=373, W=192	H 68(18) W 16(8)	205(55) 133(69)	86(23) 37(19)	14(4) 6(3)
17. I could not find a job so I decided to enroll in college. H=373, W=192	H 50(13) W 7(4)	275(74) 164(85)	40(11) 17(9)	8(2) 4(2)
18. No one gave me information about other colleges. H=373, W=192	H 53(14) W 17(9)	244(65) 145(76)	63(17) 28(15)	13(3) 2(1)
19. I did not qualify for admission to other colleges. H=373, W=192	H 41(11) W 16(8)	273(73) 148(77)	45(12) 26(14)	14(4 2(1)
20. I wanted to prepare for transfer to a four-year college or university H=373, W=192	H 248(66) W 138(72)	a57(15) 28(15)	58(16) 23(12)	10(3) 3(2)
21. I wanted to gain skills necessary to enter a specific occupation. H=373, W=192	H 211(57) W 89(46)	71(19) 62(32)	78(21) 39(20)	13(3) 2(1)
22. I wanted to gain skills to advance in my current job/occupation. H=373, W=192	H 127(34) W 72(38)	131(35) 880(41)	103(28) 38(20	12(3) 2(1)

Table 4.5

NUMBER OF COURSES COMPLETED IN ARTS, MATH AND SCIENCE

Course Area	None	One	Two	Three
Communication/ English Composition				
H= 402	H 76 (19)	117 (29	103 (26)	104 (26)
W= 141	W 26 (18)	37 (26)	40 (28)	38 (27)
Humanities				
H= 394	H 222 (56)	85 (22)	45 (11)	42 (11)
W= 140	W 54 (39)	27 (19)	24 (17)	35 (25)
Sciences				
H= 385	H 247 (64)	71 (18)	34 (9)	33 (9)
W= 140	W 67 (48)	32 (23)	15 (11)	26 (19)
Math & Computer Science				
H= 403	H 114 (28)	131 (33)	70 (17)	88 (22)
W= 142	W 31 (22)	35 (25)	26 (18)	50 (35)
Social Sciences				
H= 393	H 141 (36)	97 (25)	59 (15)	96 (24)
W=140	W 27 (19)	36 (26)	20 (14)	57 (41)

Table 4.6
FUTURE CAREER PLANS
N=565 (H=373, W=192)

	Field	Hispanic	White
1.	Advanced degree professions (e.g., accountant, engineer, lawyer, physician, professor).	120(32)	50(26)
2.	Allied Health (e.g., nurse, medical technician, physical therapist, dental assistant or hygienist)	19(5)	9(5)
3.	Applied Arts (e.g., artist, writer musician, actor, designer)	10(3)	7(4)
4.	Business operations (e.g., hotel or restaurant worker, bookkeeper, cosmetologist, office machine operator)	23(6)	20(10)
5.	Management and sales (e.g., manager, insurance, stock or real estate agent)	23(6)	20(10)
6.	Social service (e.g., teacher, law enforcement or corrections officer, social welfare, or recreation worker)	82(22)	27(4)
7.	Technologies (e.g., engineering, electronics, laboratory technician, draftsman, computer programmer)	24(6)	20(10)
8.	Trades and crafts (e.g., construction worker, mechanic, automotive, factory or farm worker)	4(1)	8(4)
9.	I don't know	18(5)	17(9)
10.	Other	31(8)	20(10)
11.	No response	10(3)	6(3)

Table 4.7
IMPORTANCE OF DEGREE ATTAINMENT

Degree	Important	Not Important	N/R
One-year certificate	H 175(47)	146(39)	52(14)
H=373, W=192	W 56(29)	103(54)	33(17)
Associate (AA, AAS, AS)	H 288(77)	53(14)	32(9)
H=373, W=192	W 127(66)	48(25)	17(9)
Bachelor's (BA, BS)	H 317(85)	32(9)	24(6)
H=373, W=192	W 158(82)	21(11)	13(7)
Master's (MA, MBA, MS)	H 272(73)	73(20)	28(8)
H=373, W=192	W 110(57)	72(38)	10(5)
J.D. (Law Degree)	H 76(20)	222(60)	75(20
H=373, W=192	W 15(8)	148(77)	29(15)
M.D. (Medical Degree)	H 69(19)	219(59)	85(23)
H 373, W=192	W 13(7)	149(78)	30(16)
Ph.D. (Doctorate in a field of study)	H 130(35)	181(49)	62(17)
H=373, W=192	W 57(30)	117(61)	18(9)

Table 4.8
ENCOURAGEMENT FROM SIGNIFICANT OTHERS TO ATTEND COLLEGE

	None	Little	Few	Great Deal
High School Teachers				
H == 398	67 (17)	72 (18)	99 (25)	160 (40)
W = 142	36 (25)	25 (18)	39 (27)	42 (30)
High School Counselors				
H = 395	66 (17)	67 (17)	96 (24)	166 (42)
W = 141	41 (29)	28 (20)	32 (23)	40 (28)
Mother				
H = 403	39 (10)	36 (9)	62 (15)	266 (66)
W = 142	23 (16)	19 (13)	28 (20)	72 (51)
Father				
H = 391	64 (16)	35 (9)	54 (14)	238 (61)
W = 141	30 (21)	15 (11)	28 (20)	69 (49)
Relatives				
H = 408	55 (13)	50 (12)	127 (31)	176 (43)
W = 141	41 (29)	23 (16)	28 (20)	49 (35)
Friends				
H = 404	52 (13)	75 (19)	122 (30)	155 (38)
W = 140	24 (17)	30 (21)	36 (26)	50 (36)

Table 4.9

TYPE AND EXTENT OF ENCOURAGEMENT RECEIVED ABOUT TRANSFERRING

Agent	Great Deal	Fair Amount	Little Bit	None
Community College Faculty				
H= 410	H 56 (12)	108 (26)	100 (24)	146 (36)
W= 144	W 18 (13)	31 (22)	44 (31)	51 (35)
Community College Counselors				
H= 410	H 80 (20)	127 (31)	76 (19)	127 (31)
W= 143	W 30 (21)	31 (22)	28 (20)	54 (38)
Mother				
H= 407	H 144 (35)	82 (20)	69 (17)	112 (28)
W= 138	W 40 (29)	25 (18)	21 (15)	52 (38)
Father				
H= 402	W 38 (28)	24 (18)	20 (15)	55 (40)
Relatives				
H= 407	H 106 (26)	96 (24)	90 (22)	115 (28)
W= 142	W 24 (17)	32 (23)	33 (23)	53 (37)
Friends				
H= 405	H 103 (25)	109 (27)	99 (24)	94 (23)
W= 143	W 32 (22)	38 (27)	27 (19)	46 (32)
Registrar's Office				
H= 404	H 26 (6)	60 (15)	89 (22)	229 (57)
W= 141	W 5 (4)	18 (13)	25 (18)	93 (66)

Table 4.10

IMPORTANCE ATTACHED TO ACCOMPLISH EDUCATION GOALS

	Not Important at All	Unimportant	Important	Extremely Important
Hispanics N= 412	1 (.24)	7 (2)	83 (20)	321 (78)
Whites N= 145	3 (2)	1 (1)	38 (26)	103 (71)

Table 4.11

IMPORTANCE ATTACHED TO ATTEND THIS COMMUNITY COLLEGE

	Not Important at All	Unimportant	Important	Extremely Important
Hispanics N= 414	9 (2)	26 (6)	212 (51)	167 (40)
Whites N= 146	5 (3)	17 (12)	86 (59)	38 (26)

Table 4.12

STUDENT TRANSFER STATUS

	Hispanics, N= 414	Whites, N= 144
Applied and accepted	36 (9)	26 (18)
Applied, not yet accepted	16 (4)	5 (3)
Plan transfer, not yet applied	165 (40)	56 (39)
Undecided about transferring	48 (12)	6 (4)
Plan to transfer not sure when	85 (21)	29 (20)
Do not plan to transfer	58 (14)	15 (10)
Have B.A.	6 (1)	7 (1)

Table 4.13
PERCEPTIONS OF ACADEMIC EXPERIENCES

Hispanic N=411	6(1)	30(7)	266(65)	109(27)
White N=145	0(0)	12(8)	86(59)	47(32)

Table 4.14
PERCEPTIONS OF CAREER PREPARATION EXPERIENCES

	Strongly Disagree	Disagree	Agree	Strongly Agree
Hispanic N=413	11(3)	46(11)	277(67)	79(19)
White N=146	6(4)	23(16)	91(62	26(18)

Table 4.15
CAMPUS TRANSFER PERCEPTIONS

		SA/A	N	D/SD
1.	College provides excellent information on transfer opportunities H=391, W=141	H = 198(51) W = 61(44)	H = 153(39) W = 66(47)	H = 40(6) W = 14(10)
2.	Students who want to transfer can get help from counselors H=394, W=143	H = 264(67) W = 89(62)	H = 101(26) W = 51(36)	H = 29(7) W = 3(2)
3.	College provides special services for students who want to transfer H=392, W=143	H = 202(51) W = 79(56)	H = 257(40) W = 58(41)	H = 33(9) W = 6(4)
4.	My community college teachers have encouraged me to think seriously about transferring H=392, W=143	H = 116(30) W = 51(25)	H = 159(41) W = 60(42)	H = 117(30) W = 32(23)
5.	I would like more transfer information, but don't know who to see H=392, W=142	H = 127(33) W = 28(20)	H = 125(32) W = 45(32)	H = 140(36) W = 69(48)
6.	Increasing the number of students who transfer should be a top college priority H=393, W= 143	H = 204(52) W = 85(59)	H = 150(38) W = 52(36)	H = 39(10) W = 6(1)
7.	Teachers should give students planning to transfer extra reading/writing assignments H=393, W=143	H = 137(35) W = 23(16)	H = 164(42) W = 62(43)	H = 92(23) W = 58(40)

Table 4.16
PARTICIPATION IN COLLEGE ACTIVITIES

Activity	Never	Seldom	Often	Very Often
Academic Counseling H= 414, W= 145	H 150 (36)	129 (31)	109 (26)	26 (6)
	W 59 (41)	48 (33)	29 (20)	9 (6)
Career Counseling H= 414, W= 145	H 149 (36)	132 (32)	108 (26)	25 (6)
	W 73 (50)	27 (39)	29 (20)	4 (3)
Orientation for Transfer Students H= 415, W= 145	H 252 (61)	99 (24)	48 (12)	16 (4)
	W 102 (70)	27 (17)	13 (9)	3 (2)
Study Group H= 415, W= 145	H 222 (53)	108 (26)	63 (15)	22 (5)
	W 100 (69)	30 (21)	10 (7)	5 (3)
Freshman Orientation H= 417, W= 145	H 266 (64)	98 (24)	37 (9)	16 (4)
	W 113 (78)	24 (17)	7 (5)	1 (.7)
Group Counseling H= 415, W= 145	H 306 (74)	79 (19)	24 (6)	6 (1)
	W 129 (89)	11 (8)	4 (3)	1 (.7)
Study Skills Workshop H= 417, W= 145	H 267 (64)	90 (22)	43 (10)	17 (4)
	W 128 (88)	10 (7)	4 (3)	3 (2)
Meeting W/4 yr. College Recruiters H= 415, W= 145	H 265 (64)	97 (23)	35 (8)	18 (4)
	W 105 (72)	23 (16)	12 (8)	5 (3)
Honors Program H= 415, W= 144	H 320 (77)	65 (16)	25 (6)	5 (1)
	W 119 (83)	15 (10)	7 (5)	3 (2)
Transfer Applications Workshops H= 417, W= 145	H 329 (79)	56 (13)	26 (6)	6 (1)
	W 129 (89)	14 (10)	2 (1)	0 (0)

Table 4.17

STUDENT PARTICIPATION IN COMMUNITY COLLEGE ACTIVITIES

Activity	Never	Rarely	Occasionally	Frequently
Used library to Study H= 407, W= 145	H 13 (3)	44 (11)	132 (32)	218 (54)
	W 21 (14)	12 (8)	53 (37)	59 (41)
Made appointment with instructor H= 405, W= 145	H 81 (20)	125 (31)	141 (35)	58 (14)
	W 35 (24)	43 (30)	46 (32)	21 (14)
Asked faculty for advice H= 405, W= 145	H 147 (37)	131 (32)	91 (23)	35 (9)
	W 57 (39)	47 (32)	28 (19)	13 (9)
Had informal conversation with instructor H= 397, W= 144	H 226 (57)	83 (21)	63 (16)	25 (6)
	W 71 (49)	24 (17)	31 (22)	18 (13)
Taken detailed class notes H= 395, W= 144	H 15 (4)	27 (7)	130 (33)	223 (56)
	W 5 (3)	9 (6)	28 (19)	102 (71)
Taken notes from readings H= 400, W= 141	H 221 (6)	64 (16)	157 (39)	157 (39)
	W 14 (10)	22 (16)	50 (34)	55 (39)
Asked for more references H= 396, W= 144	H 92 (23)	124 (31	119 (30)	61 (15)
	W 40 (28)	49 (34)	35 (24)	20 (14)
Attended lecture H= 397, W- 145	H 157 (40)	102 (26)	88 (22)	50 (13)
	W 64 (44)	39 (27)	14 (10)	28 (19)
Discussed transfer with friends H= 399, W= 142	H 115 (29)	87 (22)	104 (26)	93 (23)
	W 52 (37)	17 (12)	37 (26)	36 (25)
Read School paper H= 373, W= 130	H 72 (19)	92 (25)	110 (29)	99 (27)
	W 42 (32)	27 (21)	38 (29)	23 (18)
Looked at bulletin boards H= 399, W= 143	H 66 (17)	94 (24)	131 (33)	108 (27)
	W 26 (18)	38 (27)	51 (36)	28 (20)
Sought information from counseling office H= 402, W= 144	H 132 (33)	120 (30)	104 (26)	46 (11)
	W 56 (39)	30 (21)	41 (29)	17 (12)

Table 4.17 (cont'd.)

Activity	Never	Rarely	Occasionally	Frequently
Looked at bulletin boards H= 399, W= 143	H 66 (17)	94 (24)	131 (33)	108 (27)
	W 26 (18)	38 (27)	51 (36)	28 (20)
Sought information from counseling office H= 402, W= 144	H 132 (33)	120 (30)	104 (26)	46 (11)
	W 56 (39)	30 (21)	41 (29)	17 (12)
Asked instructor for help with writing H=401, W= 144	H 118 (29)	110 (27)	109 (27)	64 (16)
	W 70 (49)	33 (23)	22 (15)	19 (13)

Table 4.18
FACULTY CONTACT OUTSIDE OF CLASS

	Never	Seldom	Often	Very Often
Hispanic N=416	118(28)	205(49)	85(20)	8(2)
White N=146	41(28)	71(49)	26(18)	8(5)

Table 4.19
INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES

	Never	Seldom	Often	Very Often
Hispanic N=410	221(54)	121(300	45(11)	23(6)
White N=144	78(54)	37(26)	18(13)	11(8)

Table 4.20
NUMBER OF FOUR-YEAR COLLEGES/UNIVERSITIES STUDENTS PALN TO APPLY FOR TRANSFER

	None	1	2	3	4 or More	No Plans to Transfer
Hispanic N=393	41(10	116(30)	113(29)	48(12)	23(6)	53(13)
White N=142	21(15)	65(46)	29(20)	5(4)	16(11)	6(4)

Table 4.21

EXTENT STUDENTS SOUGHT TRANSFER INFORMATION FROM VARIOUS SOURCES

Source	Never	Seldom	Often	Very Often
Community College Counseling Office H= 411, W = 143	H= 164 (40)	123 (30)	88 (21)	36 (9)
	W= 66 (46)	44 (31)	27 (19)	6 (4)
Community College Faculty H= 411, W = 144	H= 212 (52)	121 (29)	61 (15)	17 (4)
	W= 77 (53)	42 (29)	17 (12)	8 (6)
Friends Who Plan to Transfer H= 409, W = 145	H= 120 (29)	112 (27)	115 (28)	62 (15)
	W= 66 (46)	30 (21)	36 (25)	13 (9)
Friends Who Already Transferred H= 409, W = 145	H= 155 (38)	89 (22)	102 (25)	63 (15)
	W= 69 (48)	24 (17)	30 (21)	22 (15)
A Four Year Institution H= 409, W = 144	H= 187 (46)	107 (26)	73 (18)	42 (10)
	W= 71 (49)	28 (19)	22 (15)	23 (16)
Community College Catalog H= 409, W = 144	H= 179 (44)	104 (25)	79 (19)	47 (11)
	W= 61 (42)	37 (26)	31 (22)	15 (10)

CHAPTER V

THE BCC FACULTY

Purpose

According to the literature, faculty play a critical role in the retention of college students. The purpose behind studying the BCC faculty was to acquire descriptive data regarding how faculty attitudes, behaviors and practices shape and support the goals of the transfer function of college students.

Method

The BCC faculty were surveyed using an instrument that was developed by the Center for the Study of Community Colleges in a study conducted as part of the Urban Community Colleges Transfer Opportunities Program (Cohen, Brawer & Bensimon, 1985). A copy of the faculty survey is enclosed in Appendix D.

The faculty selected to respond to the survey were those who were teaching the classes of students who were randomly selected to complete The BCC Student Survey (See Chapter IV). A total of 64 class sections were sampled during April–June, 1987, which included 22 classes of English; 18 classes of math; 13 classes of history; and 11 classes of Business (see Table 4.2). The total number of surveys returned was 53, yielding an 83 percent response rate. The 53 faculty members represent about 10 percent of all faculty (N = 551) in the BCC.

Findings

Background Characteristics

The mean age of the faculty was 47, and the mean number of years of teaching experience at the community college was 11. Most of the faculty were white (77%), male (62%) and teaching on a full-time basis (77%). Most faculty held either a master's (75%) or a doctorate (17%), and only 23 percent were working on a graduate degree. Salient faculty background characteristics are portrayed in Table 5.1.

Teaching Practices and Policies

Table 5.2 indicates that while about half the sample had obtained scores on basic skills tests for their students, most did not know the degree aspirations of students (65%), the number of hours students were employed (91%) or the number planning to transfer (83%). Further, the majority (69%) of the sample required one book for their course; 25% required two books and 6% required three. Most of the the faculty (72%) required less than 500 pages of reading in their courses. When students were absent from class, faculty either asked students to make an appointment to see them (96%) or to get tutorial assistance (91%). When students missed more than two class sessions, most of the faculty (50%) asked a fellow student to investigate, but 21% did nothing.

Table 5.3 portrays how often faculty engaged in selective classroom practices. About half of the sample provided supplementary materials (55%); asked students to take a quick score, objective exam (52%); and asked students to solve or analyze a problem requiring critical thinking skills (58%). However, another half never required additional readings in outside reference materials (51%) or asked students to interpret or summarize extended prose (51%). About 75% never assigned a term paper, and 44% never asked students to take an essay exam. Table 5.4 indicates that faculty rely heavily on quick-score, objective tests to determine student final grades. While 50 percent counted objective tests for more than 25 percent of the final grades, less than 25 percent relied on written assignments for more than 25 percent of final grades.

Faculty/Student Interactions

Table 5.5 depicts the kinds of interactions faculty engage in with students. The most frequent type of interaction appears to be meeting with students during office hours (52%). Further, while 55% occasionally advise students with personal problems, only 19 percent do so on a frequent basis. Similarly, while 69 percent occasionally discuss student applications for transfer, only 12 percent do so on a frequent basis. Also, 49 percent never have coffee or lunch with students, 79 percent never invite students to their home and 83 percent never participate in orientation sessions for new students.

Faculty Perception of Student Skills

Table 5.6 portrays the responses to the question, "How confident are you that your students can perform the following skills?" In general, faculty appear to be only fairly confident about their students' skills, and most confident about students being able to read English (59%). Yet, faculty appear to be only somewhat confident or not confident at all about students 1) being able to summarize points from a book (63%); 2) learn on their own (66%); 3) interpret charts and graphs (58%); 4) read in Spanish (67%); and 5) write in Spanish (69%).

Transfer Practices

About 48 percent of the faculty indicated that the content of their course was greatly influenced by what was taught in four-year colleges, and 31 percent said it was somewhat influenced. This appears to indicate that the two-year college faculty are aware of course content in four-year schools. Table 5.7 indicates whether faculty compared materials with four-year institutions. While 61 percent had compared their course syllabus and textbooks, 60 percent had not compared exams and 53 percent had not compared assignments.

Table 5.8 portrays the extent faculty engaged in transfer-related activities. About 77 percent had written letters of recommendation for transfer students and 53 percent had followed up on students who transferred. However, 94 percent had never arranged student visits to four-year colleges, 80 percent had never served as a member of a committee to develop articulation agreements with four-year colleges and 48 percent had never followed up on students who transferred.

Transfer Perceptions

Faculty were asked to respond to items that revealed their perceptions of 1) the college transfer function, 2) the transfer function in relation to other college functions and

3) Hispanic transfer students.

Perceptions About Transfer Function. In general, the responses to items listed in Table 5.9 do not indicate a strong perception that the transfer function should be assigned great importance. Only 31 percent believed that the primary function of the community college should be to prepare students to transfer. Similarly, very few faculty agreed that transfer should be the college's most important function (16%) or that the best indicator of a community college's effectiveness was the proportion of freshmen who go on to earn the baccalaureate (10%). Nonetheless, 79 percent agreed that students who begin at the community college have as good a start toward the baccalaureate degree as those who begin at four-year colleges and universities.

Perceptions about Transfer Function In Relation to Other College Functions. According to Table 5.10 the faculty appear to believe that community education attracts students to the transfer program (66%) and that the transfer function should be co-equal with occupational education (67%). Faculty also tended to disagree that either transfer students or those seeking job skills should be given more assistance (86% vs 71%). While faculty do not appear to show a strong preference for any particular function, 67 percent disagreed that the college would serve its community better if transfer were de-emphasized. Finally, fully 54 percent of the faculty felt the transfer function was as important as occupational technical programs, but 30 percent were not sure how important it was. Only 8 percent said it was more important than occupational technical programs and another 8 percent said it was less important.

Perceptions About Hispanic Transfer Students. Table 5.11 indicates that about half the sample (52%) agreed that the community college should devise special programs for Hispanics to help them transfer, and another half (55%) disagreed that Hispanic students should be treated the same as all students. About 58 percent disagreed that Hispanics lack motivation to transfer, and the faculty were split in agreeing (41%) or disagreeing (40%)

that compared to other students, Hispanics lacked preparation in basic skills.

Three other items provided useful information about faculty perceptions regarding the transfer function. When comparing the academic rigor of the community college to that of senior institutions, fully 60 percent said it was less rigorous, 40 percent said it was the same and none said it was more rigorous. When asked to compare the college's performance of the transfer function within the past ten years, 44 percent said it was better, 15 percent said it was the same and 9 percent said it was worse.

Table 5.1
BCC FACULTY BACKGROUND CHARACTERISTICS

Variable & Total N	Categories & Figurancies	Percentages
1. Ethnic Background N=46	White/Caucasian (N=35)	77
	Mexican American (N=6)	13
	American Indian/Alaskan (N=2)	4
	Black/Afro American (N=1)	2
	Other Hispanic (N=1)	2
	Asian/pacific Islander (N=1)	2
2. Gender N=38	Male (N=30)	62
	Female (N=18)	38
3. Faculty Status N=48	Full-time (N=37)	77
	Part-time (N=11)	23
4. Highest Degree Held N=48	Bachelor's (N=4)	8
	Master's (N=36)	75
	Doctorate (N=8)	17
5. Degree Currently working on N=46	None (N=35)	77
	Master's (N=6)	10
	Doctorate (N=6)	13

Table 5.2
TYPE OF STUDENT INFORMATION BCC FACULTY HAVE

		Yes	No
A.	Scores on basic skills tests (N=48)	25(52)	23(48)
B.	Degree aspirations of students (N=48)	17(35)	31(65)
C.	Number of hours students employed (N=47)	4(8)	43(91)
D.	Number planning for transfer (N=47)	8(17)	39(83)

Table 5.3
CLASSROOM PRACTICES USED BY BCC FACULTY

		Frequently	Occasionally	Never
A.	Require additional readings in outside reference materials, N=47	5(11)	18(38)	24(51)
B.	Hand out a course syllabus, N=48	42(88)	5(10)	1(2)
C.	Provide supplementary materials, N=48	26(55)	18(37)	4(8)
D.	Ask students to interpret or summarize extended prose, N=47	12(26)	11(23)	24(51)
E.	Ask students to complete a library assignment, N=48	9(20)	12(26)	25(54)
F.	Ask students to take an essay examination, N=47	13(28)	13(28)	21(44)
G.	Ask students to take a quick score, objective examination N=48	25(52)	13(27)	10(21)
H.	Ask students to solve/analyze a problem requiring critical thinking, N=48	28(58)	20(42)	0
I.	Ask students to analyze, synthesize or evaluate information, N=47	21(45)	24(51)	2(4)
J.	Ask students to complete extra reading or writing assignments, N= 47	11(24)	18(38)	18(38)
K.	Assign a term paper, N=48	8(17)	4(8)	35(75)

Table 5.4
EVALUATION OF STUDENT PERFORMANCE

Type of Requirement	Not Included in Final Grade	25% or less of Final Grade	More than 25% of Final Grade
A. Papers written outside class, N=48	18(37)	20(42)	10(21)
B. Papers written in class, N=48	31(65)	9(19)	8(17)
C. Quick score/ objective tests, N=48	14(29)	10(21)	24(50)
D. Essay exams, N=48	26(54)	13(27)	9(19)
E. Class participation	24(50)	23(48)	1(2)

Table 5.5
BCC STUDENT/FACULTY INTERACTION

	Frequently	Occasionally	Never
A. Meet students during office hours, N=48	25(52)	15(31)	8(17)
B. Have coffee/lunch with students, N=47	2(4)	22(47)	23(49)
C. Invite students to home, N=47	0	10(21)	37(79)
D. Lend books to students	13(28)	27(57)	7(15)
E. Advise students on personal problems, N=47	9(19)	26(55)	12(26)
F. Discuss student applications for transfer, N=48	6(12)	33(69)	9(19)
G. Advise students on course selection, N=47	13(28)	21(44)	13(28)
H. Participate in orientation session, N=47	0	8(17)	39(83)

Table 5.6
FACULTY CONFIDENCE IN STUDENT SKILLS

	Very Confident	Confident	Somewhat Confident	Not Confident at all
A. Read English N=48	8(17)	20(42)	16(33)	4(8)
B. Write in English N=48	7(15)	15(31)	22(46)	4(8)
C. Express themselves orally in English N=48	8(17)	18(37)	22(46)	0
D. Summarize major points from book N=46	2(4)	15(33)	22(48)	7(15)
E. Spend concentrated period studying N=48	5(10)	16(34)	17(35)	10(21)
F. Work on assignments requiring problem solving/critical thinking, N=47	6(13)	16(34)	17(36)	8(17)
G. Learn on own, N=46	1(8)	12(26)	23(49)	8(17)
H. Understanding reading assignments, N=46	2(4)	18(40)	24(52)	2(4)
I. Interpret charts and graphs, N=45	3(7)	16(35)	21(47)	5(11)
J. Read Spanish	6(13)	9(20)	17(38)	5(11)
K. Write in Spanish, N=45	6(13)	9(20)	17(38)	14(31)
L. Express themselves orally in Spanish, N=45	7(15)	14(31)	13(29)	11(25)

Table 5.7
FACULTY COMPARISON OF MATERIALS WITH FOUR-YEAR INSTITUTIONS

	Yes	No
A. Course syllabus, N=46	28(61)	18(39)
B. Course textbooks, N=47	39(83)	8(17)
C. Exams, N=47	19(40)	28(60)
D. Assignments, N=47	22(47)	25(53)

Table 5.8
FACULTY PARTICIPANTS IN TRANSFER-RELATED ACTIVITIES

		More than 3 Times	2-3 Times	Never
A.	Arranged student visits to four-year college, N=48	1(2)	2(4)	45(94)
B.	Invite four-year college professor to class, N=47	0	3(4)	45(96)
C.	Serve as member of articulation committee, N=48	3(7)	6(13)	38(80)
D.	Written letters of recommendations for transfer students, N=48	20(42)	17(35)	11(23)
E.	Followed upon students transferred, N=48	15(31)	10(21)	23(48)

Table 5.9
FACULTY PERCEPTIONS ABOUT THE COLLEGE TRANSFER FUNCTION

		Agree	Neutral	Disagree
A.	The primary function of the community college should be to prepare students to transfer, N=48	15(31)	10(20)	23(48)
B.	Students who begin at community college have as good a start toward the baccalaureate, N=47	8(16)	16(34)	24(50)
E.	Transfer education should be the college's most important function, N=48	8(16)	8(17)	32(67)
F.	The best indication of a community college's effectiveness is the preparation of its freshman who go to earn the baccalaureate, N=47	5(10)	9(19)	33(17)
G.	Students who intend to obtain the baccalaureate should begin their collegiate experience at a four-year college, N=48	3(6)	10(21)	35(73)
H.	Transfer students can get a better start toward the baccaluareate at a community college because of greater interest in program, N=48	21(44)	18(37)	9(19)

Table 5.10
FACULTY PERCEPTIONS ABOUT THE TRANSFER FUNCTION IN RELATION TO OTHER COLLEGE FUNCTIONS

		Agree	Neutral	Disagree
A.	No particular function should be dominant, N=46	17(37)	14(30)	15(33)
B.	Community education enhances the transfer function because it attracts more students N=47	31(66)	9(19)	7(15)
C.	The transfer function should be co-equal with occupational education, N=47	31(67)	11(23)	5(10)
D.	This college would serve its community better if transfer were de-emphasized, N=47	4(7)	11(23)	32(67)
E.	Students intending to transfer should be given more assistance than those seeking job skills, N=48	3(6)	4(8)	41(86)
F.	Students seeking job skills should be given more assistance than those intending to transfer, N=47	5(10)	9(19)	33(71)

5.11
FACULTY PERCEPTIONS ABOUT HISPANIC TRANSFER STUDENTS

		Agree	Neutral	Disagree
A.	Community college should devise special programs for Hispanics and re-writes to help them transfer, N=47	29(52)	6(13)	12(25)
B.	Hispanic students have the same problems as other students and should be treated the same	15(33)	6(130	26(55)
C.	Compared to other students, Hispanics lack motivation to transfer, N=47	10(21)	10(21)	27(58)
D.	Compared to other students Hispanics lack preparation in basic skills, N=47	19(41)	9(19)	19(40)

CHAPTER VI

THE STATE CONTEXT

Purpose

Following the passage of the Federal Higher Education Act of 1972, a host of statewide agencies for planning postsecondary education were created (Halstead, 1974). While the authority of statewide coordinating and governing boards varies according to state law and tradition, in general these boards mediate the concerns of colleges and universities with the concerns of policymakers. They serve both the interests of the higher educational community and the interests of the state. Accordingly, the purpose of this study was to identify state agency policies and practices that influenced minority student achievement and transfer to senior institutions.

Method

To analyze the state context with regard to facilitating minority student achievement and transfer, a contact person representing each of the state agencies in Texas, Arizona and California, where the BCC institutions were located, was selected to work with the Project Director on this study. The research team decided to use two methods to address the purpose of this study. First, each of the state agencies was requested to submit documents and related information that outlined initiatives regarding the community college, minority student achievement and transfer. A policy analysis of the documents was conducted. Second, the Project Director conducted a site visit to the Coordinating Board, Texas College and University System in Austin. The purpose of the site visit was to ascertain what role the Texas state agency had taken with regard to implementing policies and practices which influenced minority student (particularly Hispanic) achievement and transfer as well as the development of articulation mechanisms between two- and four-year colleges.

The limitations of this study are as follows: First, the documents and related data and information received from each of the state agencies ranged broadly in terms of comprehensiveness. The research staff may not have received complete information from all of the states, so that the analysis of the documents may not reflect everything each state is doing to facilitate transfer. Second, the analysis does not reflect any revisions or new policies adopted after 1987. Third, because of time and fiscal constraints, it was not possible to conduct a site visit of all three state agencies. Texas was chosen for a site visit because of the high numbers of Hispanics residing in the state and because relatively little analysis of the state's policies and practices that promote minority student achievement and transfer had been previously conducted.

The State Context With Articulation/Transfer

Most state coordinating agencies give some attention to the articulation/transfer issue. In many states the major source of state-level articulation policies is the coordinating board (Richardson and Bender, 1987). Kintzer (1973) categorized state articulation policies into three types: comprehensive legally-based documents, state-level policies, and voluntary agreements among institutions or systems. The formal or legally-based policies are developed and enforced by a state agency; state-level policies are adopted on the state level, but institutions are not legally mandated to follow them; voluntary agreements are more informal negotiated documents drawn by institutions. Of the three states in the Border Consortium, Texas is the only state with a formal/legally-based policy. Arizona and California have developed state system policies and inter-institutional voluntary agreements (Kintzer and Wattenbarger, 1985). Central to these articulation policies are the provisions which facilitate the transfer process. Cohen, Brawer, and Bensimon (1985) identify a range of provisions in statewide articulation policies. According to their research, Texas has developed a transfer curriculum in specialized fields and has appeals procedures included in its policy. Kintzer and Wattenbarger (1985) report that the Texas policy also urged every public institution to appoint an officer for Articulation Counseling to serve as an institutional liason between two-and four-year institutions. Cohen

Brawer and Bensimon (1985) identify Arizona and California as having a state Articulation Coordinating Committee. Arizona's policy also provides a course equivalency guide.

Despite efforts to facilitate articulation between two- and four-year colleges, state legislated or regulated policies do not guarantee trouble-free transfer. Given that most boards have only recommending or coordinating power, state boards can only encourage institutional leaders to emphasize institutional cooperation and to implement articulation policies in order for these state-level policies to work. Four-year institutions are encouraged to honor the academic transfer work of community colleges and community colleges are encouraged to maintain academic standards comparable to those found in four-year institutions (Richardson and Bender, 1987). The following represents an analysis of policies and practices which have received support from the state boards in which the BCC institutions are located.

Review of Texas Documents

The Coordinating Board, Texas College and University System, was created by the Texas Legislature in 1965 to achieve "excellence for college education" for the people of Texas (Report on Texas EEOP, 1986). The Board is responsible for overall statewide planning of the Texas system of higher education. It reports to the Governor and Legislature and is mandated to assure quality and efficiency in all Texas higher education institutions. Its broad areas of responsibility include financial planning, facilities planning, services to students, universities and research, health professions and community colleges, and administration.

Transfer Initiatives.

A review of documents submitted by the Texas Coordinating Board revealed the following state supported initiatives to promote the successful flow of students moving from two- to four-year institutions as well as minority student access and achievement.

Transfer Studies. In 1967 The Coordinating Board authorized several tranfser curricular studies to implement a 1965 legislative mandate on the transfer of credit from a junior/community college to a university (Texas Transfer of Credit Policies Report, 1987). The studies were conducted by faculties and administrators of two- and four-year institutions appointed by the Commissioner of Higher Education. The recommendations of the committees were submitted to the Board for adoption.

Transfer Curricula and Policies. The Board policies developed general academic courses which would transfer without loss of credit. The first transfer curricula were adopted in 1967 with additional courses added in 1972 and 1975. In 1979, a systematic review for all transfer policies was conducted. Separate study committees were required to design a curriculum for specific disciplines identifying courses and prerequisites. In the Spring of 1981, an advisory committee was appointed to review and evaluate existing policies and issues on the transfer of credit. In 1982, a basic core of general academic courses and general provisions for freely transferable credit was developed and adopted (Texas Transfer of Credit Policies Report, 1987).

Equal Educational Opportunity Plan. In 1978 the Division of Equal Educational Opportunity Planning was established in conjunction with the Texas EEOP in Higher Education (Texas Report on EEOP, 1986). The Plan was a commitment by the state to operate its public higher education institutions on a totally desegregated basis and to provide equal educational opportunity for all its citizens. One objective of the Plan was to equalize the proportions in which black, Hispanic, and white high school graduates entered public two- and four-year undergraduate institutions. Another objective was to facilitate and promote the transfer of community college students to upper level institutions. A special committee was formed to study and develop policies on articulation and transfer.

Regional Workshops. During 1985, the Texas Coordinating Board sponsored a series of regional workshops across the state, the purpose of which was to provide a forum for faculty representatives from two- and four-year institutions to discuss their concerns regarding the academic preparation of transfer students. Suggestions were made as to how to facilitate the students' acquisition of general education competencies in reading, writing, and math. Statewide and institutional recommendations were made regarding articulation and transfer (Report on Texas EEOP, 1986).

Transfer Programs for Minority Students. One of the 1985 EEOP staff's priorities was to develop a community to senior college transfer project. The goals and objectives of this project were to increase the number of minority students who selected transfer programs. The EEOP Plan also included appropriations to support Transfer Centers to increase the transfer of qualified minority students from community colleges to senior institutions. The Coordinating Board staff would help selected universities develop these centers, staffed by junior and senior college personnel. The universities chosen would be those that had demonstrated a commitment to the continuation of higher education for minority students through transfer from community colleges into senior institutions (Report on Texas EEOP, 1986).

To meet the goals of the EEOP, the Texas Coordinating Board encouraged postsecondary institutions to develop a process for the identification, advisement, referral, follow-up, and financial aid counseling of minority transfer students. The Board planned to invite several pairs of institutions to serve as models for other institutions. As of April 1987 two colleges - Texas A & M University and Blinn College - were in the process of developing a transfer project which could serve as a means of greater access to senior institutions for a majority of black and Hispanic students (Acosta, 1987).

Professional Development. The Texas Board also provides professional development to the staffs of the state's public institutions around the issues of recruitment, access, and retention of minority students. An April 1987 update report on the EEOP presented to the Board recommended that the state's agenda include initiating additional programs to improve access, services, and retention of minority students and encouraging institutions to implement their own plans. The report suggested that the state fund three programs: a middle school outreach program and transfer centers, a minority scholarship program, and a policy to fund the costs of counseling and tutorial skills for minority students (Wright, 1987).

Texas State Agency Site Visit

The project Director conducted a one-day site visit to the Texas Coordinating Board on April 27, 1987. The purpose of the site visit was to ascertain what role the Texas state agency had taken with regard to implementing policies and practices which promoted minority student achievement and transfer. Texas was selected because the state had the nation's second highest enrollment of Hispanic students and because relatively little research about transfer students had been conducted in this state.

More importantly, South Texas institutions located along the Texas-Mexican border, including Brownsville and Laredo, have recently been the topic of controversy. Indeed, South Texas is the most disadvantaged region in Texas, and has the highest concentration (70 percent of the population) of Mexican Americans in the state. South Texas has the lowest per capita income, the highest unemployment, and the lowest educational levels (a median of 7.7 years of schooling) of any Texas region (Fields, March 2, 1988). In Laredo, roughly 93 percent of the population is Mexican American or Latino, and in Brownsville the comparable figure is 84 percent. However, roughly 61 percent of the Laredo population has completed less than 12 years of schooling, and in Brownsville the figure is 57 percent (U.S. Bureau of The Census, 1980). Thus, the notion of providing viable opportunities for South Texas Hispanics to participate in higher education is an issue of paramount importance.

In December of 1987, a coalition of Hispanic civil rights leaders and student groups "charged in a lawsuit filed in Brownsville that the state had discriminated against Hispanic students by providing fewer programs and giving less money to public colleges with large Hispanic enrollments—while also not recruiting and graduating enough Hispanic students at other institutions throughout the state" (Fields, March 2, 1988). The suit charged that South

Texas contained the largest concentration of Mexican Americans in Texas, (70%), compared to 20 percent for the state as a whole. Further, the suit charged "that South Texas had the fewest higher education opportunities in the state, and a per capita appropriation to higher education of $70, compared to $290 in Central Texas (where the University of Texas at Austin and Texas A & M are located), and a statewide average of $160" (Fields, March 2, 1988). Thus, the strategic location of Laredo Jr. College, Laredo State University, Texas Southmost College and Pan American University at Brownsville, made for an interesting analysis of the state's role in providing leadership and funds to address the needs of minority students and to enhance college participation and transfer opportunities.

The Project Director conducted a one-hour structured interview with the Assistant Commissioner for Universities and Research; Two Officers Responsible for Analytical Studies/Student Retention; Financial Aid Administrator; and two Administrators for Community Colleges. A site visit protocol was developed borrowing from that used for the study on minority students conducted by the National Center for Postsecondary Finance and Governance. A copy of the site visit protocol is included in Appendix E. The following represents an analysis of the major issues that surfaced during the site visit.

Role of State Agency

Texas has an aided relationship with community colleges. This partnership puts the state in a situation where funds are provided (using a contact hours formula) to community colleges for administration and instruction. On the other hand, funding for senior institutions is based on semester credit hours. The Texas Coordinating Board's role is to provide leadership, coordination, planning and program approval/review. Program review ensures that there is no duplication of courses. The Board enjoys strong recommending power over two-and four-year institutions.

Major Issues of Concern

While the Texas state agency staff appeared to be concerned with minority students, some issues merit attention. For example, when one high level administrator was asked if he was aware of the problems minority transfer students were encountering, he replied, "I don't know of any problems. If a student makes himself aware of what is available, it will flow quite smoothly. The student is responsible for this. No one can tell him, if he doesn't ask for this." When asked about why the two South Texas upper-level institutions were not authorized to expand their programs and course inventory, a senior ranking state official replied: "The upper-level institutions can offer as much as they have students enrolled. The perception that they can't offer extended programs of study is false. They never requested (extended programs) so they don't have any approved. For example, in Math — they don't have enough students to pay for (the course), and other programs can't pick up the cost." However, the same official remarked that the five senior institutions in South Texas (three upper-level plus Pan American University in Edinburgh and Texas A & I) would be encouraged to come forward with programs of study and courses they should offer. He indicated that the state was looking for a regional plan for all of South Texas — a vision of programmatic development that anticipated economic and population changes. When asked whether community colleges should be merged with upper-level institutions, a senior official remarked that this was a "controversial topic" and that community colleges did not want to merge because they might lose special functions related to their mission. The same official said that there was no evidence that the rigor of the two-year college curriculum was less than that found at senior institutions.

With regard to the extent the state was involved with minority student concerns, two individuals, one black and one Hispanic, were primarily responsible for handling minority issues for the Texas state agency on a full-time basis, and these individuals devoted much of their time assessing the state's progress fulfilling its desegregation plan. Other than monitoring the desegregation plan, most of the State's role with minority initiatives appeared to come from state-sponsored conferences, and from the Board lending encouragement for postsecondary institutions to plan and implement models and strategies to facilitate minority student retention and transfer. For example, the state sponsored a yearly Minority Student Retention Conference and invited two colleges, Texas A & M University and Blinn College to develop a Transfer Project for black and Hispanic students.

The staff also expressed concern at the differential effects that recent state reforms might have on minority students. For example, House Bill 72, is a controversial bill designed to reform the K-12 system, which includes a No-Pass/No Play policy. The bill also restricts time students can spend on extra-curricular activities and provides for strict assessment and academic requirements. A staff member expressed concern that students might not have time to leave school to visit college campuses or to listen to college recruiters. Also, there was concern that newly combined test and academic requirements might push out minority students. In Texas, high school graduates could earn a "regular" high school diploma, a "college prep" diploma or an "honor" diploma. Students not passing tests on certain competencies were awarded a Certificate of Completion. According to one official, "for minority students, the choices are limited. Students may not have taken enough units in specific disciplines to enter the University of Texas at Austin." This situtation implied that the state had to seek private funds for early outreach.

State conducted research on minority students populations was limited and often the studies did not disaggregate for ethnicity. For example, while the Texas Equal Educational Opportunity Plan for Higher Education (White, 1983) contained data on minority student retention at four-year institutions, no comparable data were found for community colleges. However, Table 6.1 provides evidence that the state had attempted to collect data on student transfer. It can be noted that while whites and blacks had increased their transfer rates from 1976-1977 to 1980-1981, Hispanic transfer rates had experienced a significant decrease. The reason cited for the decline was that the Texas economy had improved and that job opportunities provided an alternative to potential students. However, comparable data for recent years when the Texas economy degenerated were not available. Further, an official concerned with community colleges had conducted a major study of transfer students, but had not disaggregated the data by ethnicity. Other than this study and data included in the Texas EEOP report, there were no studies on minority student achievement, persistence or transfer. Nonetheless, Texas can be credited with instituting a number of activities to enhance student transfer.

Transfer Initiatives

The state was actively involved promoting activities that facilitated students' mobility from two- to four-year institutions. They included the following:

Coordinating Board's Core Curriculum Policy. Adopted in 1967, this policy was designed to simplify and facilitate the transfer of credits among all segments of Texas higher education. The policy was being reviewed for majors in 14 areas. Articulation work was performed by discipline-area committees approved by the Commissioner of Higher Education which were comprised of representatives of community colleges and public senior colleges.

Transfer of Credits. Almost all college credits earned with a "C" or better in a community college transfer program were said to be transferable to a public senior college or university, regardless of whether or not students had completed work required for the associate degree.

Statewide Conference on Core Curriculum and Transfer of Credit. Begun in 1981, the conference was sponsored by The Coordinating Board to discuss transfer of credit issues between junior colleges and universities and to conduct workshops on new core curricula, with particular emphasis on facilitating minority students' transfer.

Core Curriculum Workshops. Members of The Coordinating Board staff conducted workshops to furnish administrators and other educators with information on how to implement the new core curricula.

Student Follow-Up Project. Implemented in 1987, the state led the way for universities to send back raw student transcripts of transfer students to community colleges. This would allow two-year colleges to compare students' performance before and after transfer (by discipline).

Statewide Articulation Committee. Since The Coordinating Board operates primarly by influence and encouragement, the objective of this committee is to have representatives from all sectors meet with two-year staff to provide a forum on articulation problems and to allow for on-going resolution of problems between sectors.

In summary, Texas is a state with a critical mass of Hispanic students who are largely concentrated in South Texas, a region marked by severe economic deprivation and low levels of educational attainment. The response of the state agency to minority students is mostly centered on fulfilling its federally mandated desegregation plan, which includes equalizing proportions in which minorities enter postsecondary institutions, and facilitating the transfer of community college students to senior institutions. To be sure, the state has planned and implemented a number of activities designed to facilitate transfer, but universities had not yet satisfied the goals of the desegregation plan. From 1976-77 to 1980-81, Hispanic student transfer rates experienced a significant decrease. However, limited or no data existed to account for community college minority student achievement, persistence or transfer. While South Texas Hispanic advocates bemoaned the socio-economic conditions and educational opportunities available for the region, state officials were concerned that funds be well spent primarily on programs with heavy student demands, as opposed to adding new programs which might dilute others. Further, merging two-year and upper-level institutions was noted as a controversial issue, with resistance coming from community colleges which feared losing their comprehensive mission. There were also concerns that state reforms such as House Bill 72, assessment policies and tighter academic standards might have a differential effect on the academic achievement of minority students, which might limit their choices of postsecondary institutions upon high school graduation.

Review of California Documents

The California Postsecondary Education Commission (CPEC) was established in 1974 by the Governor and Legislature to coordinate the efforts of California's higher education institutions (Commission Report — Update of Community College Transfer Student Statistics, 1985). The Commission is an advisory, independent citizen board comprised of fifteen members, nine of whom represent the general public and six who represent segments of postsecondary education. The Commission is charged with "assuring the effective utilization of public postsecondary education resources...and with promoting diversity, innovation, and responsiveness to students and societal needs." The Commission conducts independent reviews of issues and matters which affect postsecondary education institutions in California. It issues forty to fifty annual reports on these major issues.

Transfer Initiatives

Master Plan for Higher Education. In 1960 California adopted a Master Plan for Higher Education (Commission Report — Reaffirming California's Commitment to Transfer, 1985). The basic framework of the plan provides conditions for growth for each of the three segments of California's postsecondary system. The three segments are the University of California (UC) with 9 campuses, California State University, (CSU) with 19 campuses, and the 106 community colleges. UC admits the top 12.5% of the state high school graduates and awards degrees through the doctorate. CSU admits the upper 30% of high school graduates and awards degrees through the master's level. The community colleges are open to all high school graduates and adults and offer two-year academic and occupational programs. The Master Plan guaranteed transfer from one segment to another to able students. It assured a smooth transfer process by providing that UC and CSU institutions hold enrollment in their first two years to 40% of total enrollment, thus making room for transfers.

Even though the plan's basic framework continues to be endorsed, a joint legislative committee and a commission appointed by the governor, the legislature, and educational organizations have been reviewing the plan (Walsh, 1987). These groups are concerned about the underrepresentation of minorities in the postsecondary system and about a decline in the quality of undergraduate education. The Commission believes the plan needs to be renewed to assure that qualified community college students are transferring to one of the state's senior institutions to complete a baccalaureate degree. Additional state-sponsored transfer initiatives are included in the following sections.

Transfer Reports. Since 1978 the California Commission has published annual reports on the number and characteristics of community college transfer students (Commission Report — Update of Community College Transfer Student Statistics, 1985). These reports provide information on overall trends including ethnicity of transfer students and retention. During the past ten years, the Commission has published a series of reports on equal educational opportunity programs, one of which addressed the underrepresentation of minority students in transfer programs.

Ad Hoc Committee on Community College Transfer. In December 1983 the Commission created an Ad Hoc Committee on Community College Transfer. The committee was comprised of representatives from the Commission, from public and private institutional boards, and from the general public. The Commission was concerned about the inadequate and unstable funding for community colleges and about the decrease in the proportion of minority student enrollments. Following the Commission's action, the Board of Governors of the California Community Colleges assigned the transfer function a top priority for 1984 (Commission Report — Reaffirming California's Commitment to Transfer, 1985).

Legislative Resolutions Promoting Transfer. In 1984 several legislative mandates were directed specifically at the transfer process. One resolution called on the governing boards of California's three segments of public higher education to "adopt a plan recommending actions to strengthen college preparation and increase the college achievement of ethnic minority students." (Commission Report — Progress in Facilitating the Transfer of Community College EOPS Students, 1985). As part of another legislative resolution, the Legislature directed the Commission to establish a task force to evaluate existing services provided for EOPS (Extended Opportunity Programs and Services) students who transfer to public four-year institutions. The task force was to make recommendations for modification of services and financial assistance programs to strengthen the transfer process. The task force made twelve recommendations, one of which was to establish a pilot project on five university campuses to provide Hispanic and black EOPS students eligibility for EOPS grants and services. The report's general conclusion was that transfer students were not being given much attention or priority.

Transfer Studies. A 1985 legislative resolution directed the Commission to assess statewide progress in implementing its task force recommendations to strengthen the transfer function. In 1985 the Commission completed a major policy study entitled Reaffirming California's Commitment to Transfer. This report emphasized the transfer function's role and the role of community colleges in fulfilling California's commitment of access to higher education for all who could benefit from it. It described the state's efforts to comply with recommendations of the 1960 Master Plan, and pointed out that one of the state's goals was to expand recruitment efforts to enroll students from underrepresented ethnic groups and low-income families. Objectives to meet this goal included strengthening pre-college preparation programs and student support services, and improving the transfer function from community colleges to universities. The report included information on high school preparation of transfer students, on identifying and counseling potential transfer students, on coordinating enrollment planning, and on transfer course offerings.

Funding of Transfer Centers. All three segments of public higher education requested special funds for transfer centers in their 1985-86 budget proposals. By September 1986, seventeen community colleges had instituted transfer centers funded by the state.

Review of Arizona Documents

The Arizona Board of Regents, the current governing body for the three state universities: Arizona State University, the University of Arizona, and Northern Arizona University, was created by a 1945 legislative act to control the three institutions (Arizona Board of Regents Annual Report, 1979-1980). The Board's responsibilities include establishing policies for the universities; determining tuition and fees; hiring the president(s); approving curriculum changes; approving capital outlay funds; and determining operating budget funding levels. It is composed of eight members appinted by the Governor and two ex-officio members, the Governor and the Superintendent of Public Instruction. One full-time university student is also appointed as a non-voting member of the Board.

In 1960 the legislature created the Arizona community college system and established the Arizona Junior College Board. The current Board, the state Board of Directors for Community Colleges of Arizona, administrates nine community college districts and local boards, and their fifteen colleges, two education centers, and four skill centers (Arizona Academy, 1983). The Board's responsibilities include administration, operation and budgeting for community colleges; prescribing admission requirements, tuition and fees; establishing curricula; and designing courses.

Transfer Initiaves

The state of Arizona has supported the following transfer initiatives.

Joint Conference Committee. The Joint Committee composed of three members appointed by the Arizona Board of Regents, and three members appointed by the state Board of Directors for community colleges of Arizona was established to enhance communication and cooperation between the two systems. The Committee addresses such issues as articulation, transfer of credits, research planning, and programs (Arizona Board of Regents Report, 1986).

Course Equivalency Guide. The Joint Conference Committee is responsible for editorial oversight of the Course Equivalency Guide. The Guide is published annually to help students determine the transferability of courses between community colleges and the public universities.

Academic Program Articulation Steering Committee. In February 1982, the Joint Conference Committee established the Academic Program Articulation Steering Committee (APASC) (Wright, 1986). APASC is composed of eight members — three representatives of the public universities, a representative of the community colleges, three representatives of the public universities, a representative of the staff of the state Board of Directors, and representive of the staff of the Board of Regents. APASC prepares periodic reports for the Joint Conference Committee regarding committee meetings and significant articulation issues. Articulation Task Forces were established by the Committee in twenty-six academic disciplines.

Minority Achievement Studies. The National Center for Postsecondary Governance and Finance, of which the Research Center at Arizona State University is a part, is currently involved in a research project involving ten case studies (Simmons and others, 1987). The study is called Influences on Baccalaureate Achievement and includes an introduction to and description of the issues around minority degree attainment. As a part of this research, the public universities across the country which awarded a substantial number of degrees to minority students were selected for case study. It is expected that this research will lead to federal, state, and institutional policy implications prompting minority achievement.

In summary, each of the three states was engaged in numerous activities designed to enhance minority student achievement and transfer. Nevertheless, the concern about low student transfer rates was common throughout the three states. In Texas, the critical issues were diminishing opportunities for Hispanics in the economically deprived region of South Texas; the differential effects of newly enacted state reforms (such as House Bill 72) on minority students; declining Hispanic students transfer rates; lack of research on transfer and minority students, disaggregated by ethnicity and gender; and funding disparities. California appeared to be engaged in the most studies about student retention and transfer as well as numerous projects, i.e. Transfer Centers, and other legislative mandates promoting transfer. However, there was concern that the state Master Plan might not have made a significant difference enhancing student mobility. Arizona's major projects were a Joint Conference Committee to enhance communication between senior institutions and community colleges, a Course Equivalency Guide, and Articulation Task Force.

Table 6.1

Transfers from Texas Public Community Colleges to Junior Standing in Texas Public Upper-Level Institutions and Four-Year Senior Colleges and Universities

Academic Year	White		Black		Hispanic		Other		
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	TOTAL
1976-77	7,655	71.2	555	5.2	2,990	21.3	246	2.3	10,735
1977-78	6,865	75.2	6333	6.9	1,356	14.9	269	2.9	9,123
1978-79	6,267	73.4	561	6.6	1,371	16.1	343	4.0	8,542
1979-80	5,375	74.4	498	6.9	1,123	15.5	226	3.1	7,222
1980-81	5,555	73.1	556	7.3	1,169	15.4	322	4.2	7,602

CHAPTER VII

DISCUSSION

If one accepts the notion that "access to four-year institutions for almost half of all minority students currently participating in higher education requires transfer from a two-year to a four-year institution" (Richardson and Bender, 1987), then one must also not need much convincing that improving the transfer rates of community college students is an issue of paramount importance. Compounding this issue is the fact that community colleges are operating in an era that challenges non-traditional standards of scholarship in which the colleges have been operating, as well as the extent that the colleges have offered true opportunities for minorities to move up the social and academic ladder.

Not a few scholars and practitioners tend to view the role, accomplishments and distinctive nature of two-year colleges with skepticism. Critics of community colleges question the value of equal access when there are unequal achievement outcomes; dispute worth of opportunity when there is unequal enrollment distribution among the postsecondary sectors; and contest the inherent worth of education as a societal good when unequal gains are being made between minority and majority students. The fact that minorities are unevenly distributed in the two-year college tier does not simplify the debate. If anything, the disproportionate presence of minorities in two-year colleges brings to question the effectiveness of measures that enhance student retention and transfer to senior institutions. Despite the fact that the colleges have tried and tested numerous interventions, to a large extent, the colleges' holding power over minority students, as well as their success at facilitating student transfer has been only minimally successful (Nora & Rendon, 1988; Astin, 1982; Richardson & Bender, 1987). Further, the present concern to upgrade standards and improve institutional excellence raises larger issues about the community colleges' role as members of the higher education community and calls to question whether or not the colleges can at once embrace traditional views of teaching and learning and disdain questions of institutional quality and measureable student outcomes.

The comprehensive nature of this study (which involved site visits to each BCC institution and two upper-level institutions and one state agency, as well as the collection of institutional baseline data and information from students and faculty) has provided a unique opportunity to arrive at some research-based findings about what the transfer situation is like in the southwest. Using empirical information derived from this study, six critical questions often asked about community colleges will be answered and discussed.

Q1. Are community college students, especially Hispanics, interested in and committed to transferring?

This is an important question, for a body of literature has recently emerged that suggests that students who declare a transfer goal may not really be interested in transferring (Cohen, Brawer and Bensimon, 1985; Bensimon and Riley, 1986; Cohen, 1987). According to these studies, many students who declare a transfer major do not consider the time, effort and commitment required to attain their goals and often choose the highest or most prestigous degree despite goal ambiguity or uncertain motivation. Cohen (1987) questions previous studies which indicate that three-fourths of all community college entrants indicate that they eventually intend to get at least a bachelor's degree (Cohen, Brawer and Bensimon, 1985; Astin and others, 1985). According to

Cohen, these studies draw from biased samples of full-time students and often ask questions about transfer intentions that bias the answers. He suggests that when *all* entering students are asked, "what is the primary reason you are attending *this* college at *this* time?", usually only one third respond that they are in college to prepare for transfer or to get a higher degree, while about half say they seek occupational skills (Illinois Community College Board, 1986; Maryland State Board for Community Colleges, 1983; Sheldon, 1982).

While it can be argued that this study drew from a biased sample of students enrolled in transfer credit courses where over half of the sample was enrolled on a full-time basis, other considerations must be kept in mind. First, the sample included a large proportion of Hispanic students (65%) who have among the lowest transfer rates. Second, the students were asked at least 10 different questions about their transfer aspirations. Third, the study included an analysis of the factors that influence transfer behavior and perceptions. Fourth, the study included a comprehensive analysis of qualitative and quantitative data to assess why students did not transfer. Taken together, the comprehensive findings from this study provide strong evidence that students do want to transfer, but that other factors mitigate against their attaining their aspirations.

Since Hispanic students exhibit exceedingly low transfer rates, could it be that they really don't want to transfer? One only needs to review the responses to several survey items to reach the opposite conclusion. Over half of the sample indicated that their main reason for college enrollment was to transfer. Most students aspired to professions requiring at least a bachelor's degree. Half of the students planned to transfer after receiving an associate and one-fourth planned to transfer before earning an associate. Most believed that increasing the number of students who transfer should be a top college priority. Nearly three-fourths thought transferring was important. Most believed it was better to transfer after earning the associate degree and most were worrying about transfer now. Further, over 60 percent felt transferring was more important than getting a job. Nearly half of the students were talking about transferring with their friends and about half felt that if they did not transfer, they would be disappointed. Moreover, the vast majority of the sample was strongly committed to attending their institution and to attaining their goals.

These affirmative responses related to transferring lead one to believe that the notion of transferring has, if not become a central goal, then at least become something that is being given very serious consideration. Even if one were to accept Cohen's argument that only about one-third of community college entrants actually do want to transfer, why is it that less than 10 percent of students actually do transfer? Should one question which simply asks whether students want to transfer at this time be the sole criterion by which to determine definitive student aspirations? To what extent should students shoulder the responsibility for not transferring? Further, it is of limited utility to sample students in vocational-technical and community education programs to determine whether or not students intend to transfer. First, it is likely that many of these students, except those enrolled in selective vocational-technical programs, are not interested in transferring anyway. More importantly, the critical question being posed to community colleges is not "why aren't students enrolled in vocational-technical and community education programs not transferring?" It is, "why aren't students in transfer programs transferring?" And "why aren't Hispanics and blacks transferring?" For the critical issue is not how many students actually want to transfer. The important question is what happens to students after they enroll in a transfer program of study in community college. Other dimensions of this study provide evidence that selective factors mitigate against student transfer.

Q2. Why is it that community college students (particularly Hispanics) are not transferring?

This study provides ample evidence that both white and Hispanic students want to transfer and are committed to transferring. Moreover, there is evidence that a number of barriers impede the transfer process. Site visit interviews provided rich information about multiple barriers to student achievement and transfer. These included student-centered barriers such as lack of motivation and academic preparation, unfamiliarity with the costs and benefits of the higher education system, cultural beliefs/practices and financial pressures, among others. Yet, there was also evidence that barriers to achievement and transfer existed throughout the educational pipeline. At the pre-college level, students appeared to be receiving a poor basic skills preparation and were often not taking college-prep courses. Other than routine activities such as hosting Career/Vocations Days or having counselors visit campuses, articulation between high schools and community colleges often did not focus on issues such as comparing curriculum, course content, and student expectations. At the community college level, there was some faculty resistance to advise students or to deal with students with basic skills problems. Moreover, despite numerous interventions such as remedial programs and assessment practices, community college staff expressed frustration that many programs had failed to help students, and that remedial students often took 3-4 years to earn an associate degree. In general, community college articulation with senior institutions was weak, in terms of exchanging data on transfer students (i.e. test scores, GPAs,number of students who transfer) and comparing curriculum and expectations. Transfer students faced multiple barriers at senior institutions. These included paperwork involved in application forms, costs such as tuition and moving, assessment policies such as the Pre-Professional Skills Test in Texas, impacted programs with limited space, and varying university general education requirements, among others. And the communities where the BCC institutions were located certainly did not appear to facilitate transfer. Poverty and unemployment made economics, not schooling, a primary preoccupation for students and their families. Further, many of these students lived in areas which were relatively isolated from major metropolitan areas, regions where citizens had few college degrees and where people could get jobs with less than college education. While these barriers can affect both minority and majority students, they may be having a disproportionate impact on Hispanics and on other disadvantaged, less sophisticated students, especially those coming from families where the precedent of participating in higher education has not been established.

The data from the student survey provided interesting information about why both white and Hispanic students might not be transferring. According to students' responses, the least encouragement to transfer came from community college faculty, counselors and the registrar's office. Indeed, only one-third of the students felt community college teachers had encouraged them to think seriously about transferring. On the other hand, it was interesting to note that while students rated their academic and career preparation experiences very positively, they felt that the community college offered excellent information on transfer opportunities and knew that they could get assistance about transferring from faculty and counselors. For the most part, students were not involved in counseling or academic behaviors. The vast majority did not participate in academic or career counseling or in meetings with four-year recruiters. Further, about half never or rarely made appointments to meet with faculty, over 60 percent never or rarely asked faculty for advice, and over 50 percent never or rarely asked faculty for additional references or for help with writing skills. This suggests that while most students plan to transfer and think transferring is important, they are not taking advantage of services that could facilitate transfer or exhibiting transfer-related behavior. This lack of academic integration is coupled by limited social integration behavior. Few students saw faculty outside of class, participated in extracurricular activities, had informal communications with faculty or participated in freshman orientation. Variables measuring student pre-disposition to transfer revealed similar inconsistencies. While the majority of students planned to apply for transfer to at least one institution, and generally had positive perceptions about transferring, their transfer behavior was limited. Few students sought information about transferring from the counseling office, community college faculty, four-year institutions or community college faculty. Instead, it appeared that students were getting some assistance about transferring from friends who planned to transfer or who had already transferred. Moreover, the testing of a structural model of pre-disposition to transfer revealed that students with low levels of commitments to attaining their goals and attending their college exhibited low levels of pre-disposition to transfer (i.e., transfer behaviors and perceptions). Similarly, students with low levels of social and academic integration exhibited low levels of pre-dispostion to transfer.

Finally, the faculty survey provided evidence that most faculty were not involved in a close working relationship with students and that faculty/student interactions were minimal. Further, faculty expectations of students were quite low. If faculty rely on objective tests and minimally involve students in activities requiring higher-order thinking skills - such as synthesis, analysis and interpretation, it is doubtful that transfer students will be able to compete with native four-year college students who have been exposed to these activities. Also, for the most part, faculty were not involved in helping students to transfer nor were they involved in activities designed to facilitate the transfer process.

Indeed, BCC students face many of the barriers which have already been identified in urban community colleges and other two-year colleges throughout the nation (Richardson and Bender, 1987; Padilla and Pavel, 1986; Cohen, Brawer and Bensimon, 1985). And while this study found few differences between whites and Hispanics, it is probable that minority students who exhibit a naivete about the higher education system are disproportionately affected by multiple barriers.

Q3. Do community college faculty attitudes, policies and practices facilitate transfer?

While interviews with faculty revealed a genuine concern for students, their responses to the faculty survey provide evidence that often their attitudes, policies and practices do not facilitate transfer. For example, faculty appear to be over reliant on quick-score, objective tests that measure student performance. Half of the sample never required additional readings in outside reference materials or asked students to summarize extended prose. Few ever assigned a term paper. Ironically, the very skills students need most to succeed in a four-year college (writing, interpretation, synthesis and analysis) appear to receive limited attention in the BCC institutions. These findings are consistent with those revealed by others (Richardson, 1983; Cohen, Brawer and Bensimon, 1985). It is unclear whether faculty have become so frustrated with their efforts to teach higher order learning skills that they have lowered their standards or whether faculty have not taken the time to conscientiously assess their instructional practices and policies. To be sure, faculty reported to be only somewhat confident or not confident at all about students being able to summarize points from a book, learn on their own or interpret charts and graphs.

While research (Tinto, 1987; Rendon, 1982; Nora and Rendon, 1988; Study Group on the Conditions of Excellence in Higher Education, 1984) constantly points to the importance of student/faculty interactions to promote student retention, most students reported minimal contact with faculty outside the classroom environment. However, about half of the faculty reported frequently meeting with students during office hours. Nonetheless, few faculty frequently discuss students' applications for transfer, advise students on course selection, or participate in orientation sessions.

While most faculty appeared to be aware of comparable course content and text books in four-year schools, most had not compared exams and assignments. Further, few had served as member of articulation committees. Thus, faculty involvement in transfer practices appears to be more of a perfunctory nature such as aquainting themselves with course syllabi and textbooks and writing letters of recommendation for transfer students, rather than active involvement meeting with four-year faculty to compare assignments, exams and practices or serving on committees to develop articulation agreements with four-year institutions.

While most faculty assigned equal importance to transfer and occupational education, about one-third were not sure how important the transfer function was. These findings call to question whether faculty need to re-think their role in serving transfer students. Finally, it should also be noted that the BCC faculty is predominantly white (73%) and that their mean age is 47. The impact of a white, aging faculty on relatively youthful Hispanic community college students is unclear, and one can only speculate whether Hispanic students avoid actively seeking faculty for assistance because they are unable to relate well to faculty.

Q4. Do BCC institutional practices and policies facilitate transfer?

To a certain extent, the answer is yes, but it is apparent that much more remains to be done. On the one hand, one must give credit to the institutional staff which over and over expressed concern about their students, and it was clear that most institutions had tried and tested a number of policies and practices designed to promote student achievement, retention and transfer. For example, the colleges which had instituted Transfer Centers reported a phenomenal student response, and the Transfer Center staff felt they were being successful reaching students and facilitating the transfer process. Other colleges pointed to their exemplary projects with pride: assessment practices, special services for disadvantaged students, women's centers, tutorial labs, adopt-a-school project, among others. And one must also sympathize with the colleges' staff over the enormity and complexity of the problems they deal with: a very academically and culturally diverse student body; lack of funds and facilities; isolation; poverty; student lack of academic preparation at the pre-college level; and non-cooperative four-year institutions, among others.

Yet, a closer inspection of the information derived from this study reveals serious gaps in the design of mechanisms designed to promote student achievement and transfer. The college catalog is a poor source of information about transfer. The colleges generally do a poor job collecting data on student retention and transfer. Other than hosting career days and having counselors visit high schools and univerities, articulation does not focus on sensitive issues such as curriculum, instruction and student preparation. Faculty resist advisement and have limited interactions with students. Assessment practices proliferate with mixed results. Faculty rely on quick score, objective tests to measure student learning, and higher order thinking skills receive limited attention. While interventions to enhance student achievement and transfer can be found at most colleges, it is unclear to what extent they have been successful. Evaluation of these interventions are incomplete or non-existent. For the most part, data on student outcomes (i.e. retention, transfer, associate degrees earned, GPA) are sketchy, not stratified by ethnicity, and it is unclear to what extent administrators and faculty use this information to improve the teaching and learning process. In short, while the colleges express deep concern with facilitating student persistence and transfer, there does not appear to be a holistic, structured, comprehensive plan to promote transfer oportunities or to assess the extent that the colleges are succeeding at promoting student achievement, retention and transfer.

Q5. Are students in South Texas (Laredo and Brownsville), where an upper-level institution has been authorized to co-exist with a community college on the same campus, finding opportunities to earn the baccalaureate?

Data and information from this study provide evidence of the harsh reality that students are finding few opportunities to earn the baccalaureate. The biggest barrier appears to be limited program offerings, restricted to education and business. This not only limits the options for transfer students, but makes it difficult to attract quality faculty or to develop a high quality program of study. Overloaded facuty not only have little time for research, they have precious little time to devote to students. Lack of time, resources and personnel have caused upper-level institutions not only to stretch their academic and support services very thinly, but to earn reputations as inferior institutions.

Further, the upper-level institution's relationship with the community college in terms of facilitating student transfer does not appear to be working very well. It is often easier for students to transfer to other universities which have a broader range of courses from which to choose. Moreover, students planning to transfer to upper-level institutions often take courses in the community college that don't transfer or apply for the baccalaureate. Because of limited program offerings and the fact that students must earn 18 hours at the senior institution, the upper-level college often must ask students to repeat courses taken at the community college. Students get frustrated when the upper-level institution tells students they must return to the community college to take lower-level courses in a transfer program of study. Despite the fact that the upper-level college's population consists of all transfer students which should have acquired preparation in basic skills, more often than not students transfer with basic skills deficiencies. For example, transfer students perform poorly on tests such as the PPST. Yet, the upper-level institution is not authorized to offer remedial work. Finally, the upper-level college has no direct power to tell the community college what to counsel, teach, emphazise or cover, and in fact, articulation between the institutional pairs is limited.

In short, the structured link between the pairs of community colleges and upper-level universities appears to be more a part of the problem than the solution. And it is ironic that while these institutions are situated in a most economically deprived region of Texas and deal with some of the state's most educationally disadvantaged students, they have among the fewest resources (staff, funds, programs) to facilitate student achievement and persistence.

Q6. Have transfer initiatives developed at the state level made a difference in promoting minority student achievement and transfer?

This study provided evidence that while each of the three states was engaged in numerous activities designed to enhance minority student achievement and transfer, state initiatives, in and of themselves, had not guaranteed smooth transfer or given rise to the number of students transferring. In Texas, Hispanic transfer rates had declined. Opportunities for South Texas students to initiate and complete four-year programs of study were limited, due to funding discrepancies and programmatic inadequacies in upper-level institutions. In California, the state Master Plan for Higher Education had not fully lived up to its promise. Policymakers were concerned about the underrepresentation of minorities throughout the postsecondary system and about declining numbers of students transferring from community colleges to the LSU and UC system. Arizona's community college staff was concerned that the Course Equivalency Guide and Articulation Steering Committee had achieved limited success. Arizona two-year college administrators complained that universities all too often did not accept courses for transfer credit. Further, while meetings were held between two and four-year college faculty, often universities sent different faculty to represent the institution, affecting continuity of knowledge, and many times university faculty were unaware of their own curriculum.

The main complaint from community colleges was that the state under funded them, and that without adequate appropriations, the colleges were limited in their being able to implement reforms and new interventions to address the transfer issue.

In summary, this study has accentuated the critical role the BCC institutions are playing for Hispanic and white students in transfer programs of study. The collegiate function is indeed important to a critical mass of students. Yet, the colleges must overcome multiple barriers to student achievement and transfer, particularly those related to intersegmental collaboration, faculty attitudes and practices, and student and academic support services that enhance academic and social integration. Further, state agencies need to review and re-evaluate their role providing funds and encouraging institutions to address minority students. The next section presents final conclusions and a series of recommendations to address the transfer in the BCC institutions.

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In the first major analysis of minorities and two-year colleges, Olivas (1979) characterizes the dilemma of access: "do two year institutions provide opportunities for minorities, or do they perpetrate inequities?" (p. 170). The answer to both sides of the dilemma is, Olivas suggests, a qualified yes. To the extent that the colleges provide access through an open door policy, minorities and those who would otherwise not be served by higher education find opportunities to initiate a collegiate career. But to the extent that student retention, achievement and transfer rates remain low, community colleges prolong a cycle of socio-economic inequities that differentially affect minority and disadvantaged students. The dilemma raises other critical questions: How is it possible that community colleges operating in a context of opposing tensions can ever foster high levels of student learning and growth? Just what are "successful" community college students? How viable is the quality of the collegiate function?

To be sure, much of the two-year colleges' success assuming their place alongside other postsecondary sectors has been accomplished not through resolving paradoxical tensions, but by becoming masters at operating in the context of contrastive juxtaposition. They have at once embraced the notion of enrolling all students, regardless of academic background, and admitting students on a selective basis as in the case of nursing and other allied health programs. They express concern about retention, but often insist that their drop-outs and stop-outs are equally successful. Their mission is purposefully broad and ambiguous, although the colleges express concern about providing specific services to selective groups. The colleges take pride in multiple indicators of student achievement. Successful students may be those who simply take courses for personal gain without earning degrees, who transfer to a four-year institution with or without earning an associate degree, who earn a certificate or who earn an associate degree. While the colleges believe they are legitimate members of the higher education community, they often advance the argument that they cannot and should not be judged by quantifiable indices, and that large numbers of students enter these colleges for reasons far removed from earning degrees or initiating baccalaureate studies. In short, the colleges appear to have found their niche as members of the academy by offering college-level work primarily through their transfer function, yet retaining their fluid, often ambiguous identity by subscribing to conventional and unconvential wisdom and by operating in a complex context marked by contraposition. But while this context has provided a defensible means by which the colleges can justify their amalgamated mission and their diverse, non-traditional outcomes, it has also been a damming feature--illiciting notions that the colleges are inferior and do not merit being called members of the higher education arena, and arousing controversy that the colleges malserve Hispanics and other minorities, and in fact perpetrate a class structure that keeps the poor and disadvantaged in the lowest socio-economic tier of society. Yet, as long as the colleges continue to be the primary vehicle of opportunity for collegiate studies for minority and disadvantaged students, they will not escape questions of equity, outcomes and quality.

The rationale for this study was based on the premise that the Border College Consortium are critical institutions. They embody the essence of opportunity for growing numbers of Hispanic students who will likely form the future leadership cadre for the U.S.-Mexico border. They are the very institutions that can make access meaningful for students that want to get beyond the open door, who want to earn college degrees and move up the social and economic ladder. As such, questions of equity, student and institutional outcomes as well as the quality of student support and academic services in the BCC take on paramount importance.

What did we learn from this study? In many ways the BCC institutions are not unlike many of their counterparts throughout the nation. Studies have repeatedly documented that 1) community colleges disproportionately enroll minority students; 2) women students have increased their presence; 3) faculty are predominately white; 4) data on student retention are sketchy, incomplete or unavailable; 5) few students earn associate degrees; 6) multiple barriers affect student retention and transfer; 7) about three-fourths of community college students declare a transfer-related goal; 8) faculty over-rely on quick score, objective exams; 9) students have little interaction with faculty outside of class; 10) community colleges feel the state underfunds them (Richardson, 1983; Cohen, 1982; Cohen, Brawer & Bensimon, 1985; Richardson & de los Santos, 1987; Olivas, 1979).

Considering the comprehensive nature of this study, we formed the following conclusions —

About the role of community colleges:

- While data provided by BCC institutions was incomplete, on the surface it was clear that the numbers of minority students who transferred or earned associate degrees were unacceptably low. This suggests that the colleges must re-conceptualize their role providing collegiate opportunities for students.

- Given demographic shifts in the U. S. Southwest, The BCC institutions play a critical role providing access and opportunities for Hispanics and other minorities to initiate college-parallel studies.
- Access, in and of itself, will not guarantee either student achievement, persistence or transfer. Access merely opens the door to collegiate opportunities. It is in the context of student college enrollment where many problems occur and where the consequence of old and new patterns, both deliberate and inadverdent, overt and covert, must be examined.
- While multiple barriers to student achievement, retention and transfer were identified which the colleges can exert little or no control, many more barriers exist which the colleges can help students overcome through careful planning of intervention strategies.
- Unless the colleges improve their data acquisition, reporting and monitoring capabilities, they will have a limited understanding of their student and institutional outcomes.
- The BCC institutions have developed a number of effective policies and practices which can be transported to other colleges with similar student populations.
- Institutional research generally does not receive high priority at most colleges.

About Students:

- BCC students plan to transfer, think transferring is important and are commited to their educational goals. Thus, the transfer function in the BCC is of paramount importance.
- The concept of higher education, its costs and benefits, needs to be

brought and explained to Hispanic students and their parents.

- Community college educators, school leaders and state policy-makers must dispell notions that Hispanics and other disadvantaged students are soley to blame for poor educational outcomes. Comments such as, "Hispanic students don't transfer because they really don't want to transfer," or "Hispanics drop out of college because they are unmotivated and don't want to do college-based work," are damaging and carry far-reaching consequences. First, they blame the victim and disburden institutions from effecting reforms that target special populations which have been historically excluded from fully participating in all that higher education has to offer. Second, these types of sweeping generalizations tend to perpetuate a stereotypical image of Hispanics as unteachable, submissive, ignorant, taciturn and backward. Third, overstatements and overgeneralizations, often based on "hunches" as opposed to empirical research, tend to perpetuate invalid assumptions about special student populations and unfortunately can serve as the flawed basis for developing research and programmatic initiatives.
- Few differences separate Hispanic and white students. BCC Hispanic and white students differ in terms of high school grades (whites are higher); family income (whites are higher); community college grades (whites are higher); age (Hispanics are younger).
- While findings from this study suggest that both white and Hispanic students are affected by multi-dimensional barriers in the same way, their effect on underrepresented minorities may weigh more heavily because socialization has not prepared them well to either recognize

or take advantage of opportunities. Minorities often exhibit a naivete about the costs and benefits of the higher education system; they are unaccumstomed to peer networking or penetrating resource and information networks; and they may find that they are commiting themselves to goals they don't fully understand.

- Most BCC students do not exhibit transfer behavior and do not take advantage of student and academic support services.
- Students who exhibit high levels of academic and social integration are likely to exhibit high levels of transfer behavior and perceptions.
- Students who have strong commitments to attending their institutions and attaining their educational goals are likely to exhibit high levels of transfer behavior and perceptions.
- While numerous academic and student support services that facilitate student retention and transfer are available, students generally do not take advantage of them. Thus, incentives and other pro-active measures that bring services within reach of students and that enhance social and academic integration need to be developed. It is crucial that the colleges recognize that if Hispanics do not enroll in collegiate programs, do not receive academic and career counseling, do not have the resources to carry out their academic work, and do not penetrate networks where useful advice, advocacy and patronage are dispersed, they will not only begin college with an initial disadvantage, they will find that disadvantages will grow and accumulate over time.
- Hispanic women, who experience significant cultural barriers related

to transfer, need to have more support in community colleges, in terms of special programs designed for the cohort.

About Articulation:

- Transfer is a complex, multi-demensional issue that requires attention to student and academic support services, assessment, teaching and learning policies and practices, collaboration, and research. Thus, transfer cannot be improved solely by devising interventions for any one service category, through "one-shot" approaches or by community college acting by themselves. The key players in articulation are school officials, community colleges, senior institutions, and state agencies.
- Senior institutions share as much of the responsibility for improving student transfer rates as a community college, and the BCC institutions are not solely to blame for low minority transfer rates. Four-year colleges and universities have given limited attention to facilitating student flow through the pipeline; i.e., exchanging data about students, providing accurate and timely information about practices and policies, accepting transfer courses, and working on articulation agreements with community colleges.
- With few exceptions, articulation between and among the segments (public schools, community colleges and senior institutions) is generally poor, and does not focus on critical areas such as meeting GE requirements, comparing student expectations, comparing course context and requirements, or assessing student outcomes.
- Intersegmental cooperation and collaboration is critical to student flow, and the transfer problem cannot be solved simply by employing a

fragmented, institution - specific approach. Rather, the approach should involve the coordination of the different segments through which a student passes on the path toward the baccalaureate.

- Students initiating a four-year program of study in community colleges which have been paired with an upper-level institution in South Texas find limited opportunities to transfer and complete their program in their chosen field. These two pairs of institutions need to work more closely together. For example community college and upper-division faculty need to compare syllabi, texts, reading and writing requirements, and standardized test scores and arrive at a means to mesh GE requirements.
- States need to take an enhanced leadership role in funding, supporting and initiating strategies and policies designed to improve minority student access, achievement, retention and transfer and consider these as major public policy issues which merit top priority.

About Faculty:

- BCC faculty expectations of students are generally quite low.
- BCC faculty have limited interactions with students outside the classroom environment.
- Faculty have assumed a small role providing support and encouragement for students to transfer and participating in activities designed to facilitate transfer.
- Faculty will need to play an increased role promoting transfer opportunities for minority students, both in terms of improving the teaching and learning process and encouraging students to earn baccalaureate degrees.

- More Hispanic and other minority faculty role models must exist for students to turn to for advice, support and understanding.

The transfer problem, while multi-dimensional and complex, is not unsolveable. It can be addressed if institutions collect data and information to substantiate what the problems are and to what extent they exist. Using the information generated through this study, the next section focuses on what the colleges can do to improve transfer education.

Recommendations

We have organized our recommendations in two sections. First, we will outline a series of specific recommendations for the BCC institutions and the states in which they are located, which stem from the findings and conclusions we reached in this study. Second, we will present a Comprehensive Model For Improving Student Transfer Opportunities which may be used by the BCC institutions as well as other community colleges with similar student populations throughout the nation. Our recommendations were formulated with two considerations in mind. First, while the focus of these recommendations is on Hispanic students who continue to be underrepresented in higher education, we believe that the implementation of these recommendations will benefit not only Hispanics, but all students who flow through the system. Second, rather than re-hash a number of recommendations which are surely tired of seeing themselves in print, we will concentrate on relatively new and innovative ideas.

Recommendations for BCC Institutions

1. On a yearly basis, the colleges should collect data, stratified by ethnicity and gender, on student retention rates, student GPA's, associate degrees awarded, and student transfers to selective institutions as well as

follow-ups on college alumni. The data should be compiled in a yearly State of the College Report and shared with faculty and staff. The Report should be discussed at staff development workshops and faculty department meetings and used to improve and modify mechanisms that facilitate student learning, retention and transfer.

2. The colleges should issue a yearly Transfer Student Catalog or brochure which includes a step-by-step guide to transferring, a description of the difference between entering a general education and vocational-technical track, an explanation of options for college-level work, financial aid opportunities, a list of state universities and major programs of study, a list of courses that transfer to selective universities, and examples of GE requirements, among others. The catalog should include photos of Hispanics studying, visiting universities and interacting with faculty and staff. The colleges should consider whether to make the catalog available in a bilingual format so that Hispanic students can share it with their parents. Similarly, a film or video about transferring should be developed and built into orientation courses.

3. The colleges should implement a Faculty Transfer Mentor Program. Selective faculty would be paired with students declaring transfer majors to provide advice and support throughout the students' tenure at the institution. Faculty mentors could help students set, reconsider and assess their goals; provide students with information about campus activities and resources; help students select courses for their chosen field of study; assist students to network with other transfer students; and help students take responsibility for their educational experiences.

4. An Hispanic Women's Center should be set up in every college staffed by

bilingual counselors. The Center should host college awareness and financial planning days for women and their parents. Every effort should be made to inform, educate and encourage Hispanic parents to support their daughter's choice of attending college or leaving their hometown to transfer. Women faculty could volunteer to serve as mentors for Hispanic women.

5. All BCC institutions should implement a Transfer Center modelled around those developed in California. The Transfer Center should serve as the central location for transfer students to get counseling, information and assistance about every phase of the transfer process.
6. The colleges should develop an Honors Transfer Program modelled after cluster learning communities that incorporate elements that foster academic and social integration, such as close faculty/student contact, peer support systems, high expectations and parental involvement. The project would be a block program built around a common major, such as education or business where students could be taking classes to fulfill their GE requirements.
7. Each college should develop a Financial Aid and College Awareness Program. Its purpose would be to involve the Hispanic family in education--its importance and benefits. Students and parents should be assisted to explore options in the world of work and in the higher education system. Further, financial aid opportunities should be presented. Bilingual counselors should help students and their parents deal with the trauma of leaving home to transfer to distant universities. Finally, financial planning should be incorporated to help students and their parents budget their money and understand the pros, cons and consequences of selecting grants, loans, work-study and scholarships.

8. The colleges should implement an Academic Partnership Program. Its purpose would be to involve English, reading and math faculty in each of the three tiers (public schools, community colleges and senior institutions) in activities designed to promote effective intersegmental cooperation and articulation. Activities should include comparing, contrasting, and revising course syllabi, comparing students expectations and assessment practices, sharing effective practices and meshing GE requirements.

9. Each college should consider developing a Cooperative Research Internship Program. We recognize that most school and community college faculty and administrators are not academic researchers, and that funds for institutional research are in short supply. With this in mind, we recommend a Cooperative Research Internship Program which would link a community college with graduate doctoral students from a nearby university. The focus of this program would be to provide doctoral students with opportunities to conduct institutional research in a community college setting and to provide a vehicle by which non-research institutions can obtain reliable information about students and institutional outcomes.

10. The colleges should review and revise the goals of their Affirmative Action Policies, particularly in institutions where few Hispanic faculty and staff are available. Every effort should be made to recruit and hire Hispanic professionals who can serve as role models and encouragement agents for Hispanic students.

11. A Faculty Development Program should be instituted with the following components: 1) workshops to train Hispanic and white faculty to serve as mentors for transfer students; 2) workshops to train faculty to teach multicultural students with basic skills deficiencies 3) assessment

workshops to help faculty move beyond excessive reliance on quick-score, objective tests, to help faculty develop appropriate assessment instruments and to assist faculty to use, interpret and develop tests as well as to use assessment information to improve the teaching and learning process.

12. A College Program Evaluation Project should be a part of each BCC institution. Its purpose would be to assess the effectiveness of special projects such as Transfer Centers, Remedial Studies Programs, Tutorial Labs, among others. Research-based information is needed to provide empirical information that accounts for the "success" of these projects--the factors that make the programs work and the conditions on which programs can be made effective.

13. The colleges should develop a community-based program to inform citizens about the importance of earning college degrees, the benefits of higher education and financial aid opportunities. For example, a week-long program, Semana Colegial, (College Week) could be developed. This week would be set aside for community college faculty, counselors and students to meet with people in barrios, churches and community-based organizations to discuss college opportunities.

14. In South Texas, an Articulation Task Force involving the two pairs of institutions should be formed, including faculty, administrators and counselors from the community college and upper-level institutions. The purpose of the task force would be to establish guidelines to facilitate student transfer, to arrive at a means to mesh GE requirements, and to establish a common set of expectations for transfer students.

Recommendations for State Agencies

1. In Texas, the Coordinating Board should conduct an evaluation of the

effectiveness of the relationship existing between the community colleges and upper-level institutions in South Texas. Of paramount consideration is whether students are finding true opportunities to initiate and complete a four-year program of study and whether upper-level institutions have enough resources to implement a high quality program of study, particularly for Hispanic students. If more barriers than opportunities exist, the state should consider merging both institutions to create a coherent, systemic, high quality system whereby students can take advantage of baccalaureate opportunities.

2. The states should take a more proactive role in providing leadership with regard to improving transfer opportunities for Hispanic and other minority students. For example, states could declare a "Year of the Transfer Student," or "Year of the Minority Student," require that four-year institutions send community colleges reliable data on the number of students who transfer and their academic progress, conduct studies of transfer students in their state, and promote intersegmental collaboration.
3. State agencies should develop policy that allows for the creation of a common number system such as a social security number to facilitate tracking student flow among the sectors.
4. State agencies should conduct longitudinal studies of students as they flow through the educational pipeline. Studies which disaggregate data by gender and ethnicity, are needed to assess student retention rates at each institutional level, student transfer rates, and student achievement (degrees earned, GPAs, etc). Data should be available to document the factors that impede or enhance the flow of students.
5. State agencies should consider awarding incentives to collegiate

institutions which demonstrate extraordinary success retaining minorities and facilitating successful transfer.

6. In collaboration with higher education system representatives, states should review and re-formulate funding formulas to ensure that appropriations are distributed adequately and fairly. Special attention should be given to two-and four-year institutions which are situated in economically depressed regions and which enroll large numbers of minority students.
7. On a yearly basis, states should assess and evaluate the effectiveness of new reforms such as high school graduation, and college admissions requirements as well as test policies and their impact on minority student population.

A Comprehensive Model For Improving Student Transfer Opportunities In Community Colleges

Transfer is a complex, multidimensional issue. It is tied to student recruitment, achievement, retention and intersegmental collaboration. It requires attention to teaching and learning, student and academic support services, assessment, financial aid, intersegmental collaboration and research as well as understanding and addressing multiple barriers to student learning, persistence and transfer. These complexities often make it difficult for community colleges to plan, design and effect reforms. For this reason, we have designed a Comprehensive Model For Improving Student Transfer Opportunities In Community Colleges that focuses on three dimensions which conceptualize student flow through the educational system. They include the following:

1. Bringing Students In: Opening the Door of Opportunity. At the entry level, mechanisms that facilitate access into the educational system are

needed. Many of them have already been designed by most colleges: recruitment, financial aid, orientation, advisement and counseling, and registration. To these critical services, we add the following:

- Transfer Faculty Mentors--assign students to faculty who will advise students on every phase of the transfer process throughout the students' tenure at the institution.
- Financial Planning Seminars--covering topics such as how to budget, financial aid opportunities and selecting the best package of financial aid.
- Transfer Ombudsman -- a person assigned to provide information and assistance about transferring.
- Catalog/Brochure/Video -- "All You Ever Wanted to Know About Transferring" might be an appropriate title for a video or document developed for transfer students.
- Assessment of Prior Learning--faculty/counselors should discuss entering student test scores and clearly explain their consequences.
- Amend Mission Statement and College Catalog--to ensure there are specific references to transfer students and that information is presented in a clear, concise, organized manner.

2. Keeping Students In: Making Access Count Once students enroll in college, it will be necessary to design mechanisms that enhance achievement and retention. To the range of student and academic support services already developed by most two-year colleges such as counseling and advisement, tutorial centers, developmental studies and extracurricular activities, we add the following practices:

- Reserved Sections of Courses for Transfer Students, including courses such as Human Potential and general education courses in English, math, history, psychology and political science, among others.

- Special orientation for transfer students
- Incentive Scholarship Program
- Transfer Honors Program, patterned after cluster learning communities that foster academic and social integration.
- Faculty Orientation -- to sensitize faculty to the characteristics, needs and problems of transfer students.
- Faculty Classroom Research Training -- to help faculty develop assessment instruments to measure student learning and growth at the entry, during and exit points of student enrollment and to help faculty evaluate the effectivenesss of their own teaching.
- Year of the Transfer Student -- to permit a specialized focus on what the institution can do to promote transfer opportunities for students.
- Intersegmental Collaboration -- community college faculty should host meetings with other school faculty to compare texts, syllabi, tests, content, curricula and expectations as well as arrive at means to mesh GE requirements.

3. Moving Students on: Getting Students Beyond the Open Door. The successful flow of students from two- to four-year colleges is critical to the transfer process. Often, community colleges devote less time to students near the end of their enrollment, even though it is a time that transfer students need support, encouragement and follow-up as they experience the trauma of leaving one college to enter another. To facilitate student flow, we recommend the following:

- Exit Interview--with either a counselor or a Faculty Transfer Mentor to ensure that students are armed with sufficient information to make the successful transition and have completed all course requirements and application forms.

- Alumni Advising--former transfer students can be brought to community college campuses to talk with students about housing, moving, and expectations, among others.
- Two- and Four-Year College Articulation--the two tiers should be involved in comparing academic standards and expectations, exchanging student information, recruiting transfer students and arranging student tours of four-year college campuses.

Of course, institutions can be creative and add their own list of activities to our model, and we encourage them to do so. But we feel it is important that institutions begin to address the transfer issue in a systemic manner, and we believe our plan provides a preliminary model that can be incorporated in multiple community college settings.

Conclusion

In summary, it neither behooves nor benefits the BCC institutions to neglect, trivialize or diminish the transfer function. The most critical challenge for these institutions in the next decade is to provide demonstrable evidence that the numbers of Hispanics and other minorities transferring to other institutions is significantly rising. This will require renewed attention to the collegiate function. Further, to maintain the integrity of the collegiate function will require strong leadership on the part of state leaders, two-and four-year college presidents, and school principals and superintendents; faculty commitment to high standards of teaching and learning; an openness to new ideas and reallocation of funds and resources. Most colleges are trying to cope with the needs of diverse students, but trying is no longer enough. It is time for a renewal of community colleges, for introspection, for the reform of policies and practices designed to promote student achievement, retention and transfer and for renewed, enforced commitment to the needs of Hispanics and other minorities. At stake is far more than the colleges' integrity in the lineage of postsecondary institutions. To allow the excessive drainage of Hispanics and other minorities, is to create a dearth of human capital needed to help sustain the country's social, economic and political future. To neglect abysmally low student retention and transfer rates is to contribute to the perpetuation of social injustice and inequity. To ignore the dramatic population shifts in the Southwest is not only to cancel or defer the hopes and dreams of new peoples, but to put access and opportunity in crisis. In short, from a political, academic and moral perspective, the border colleges have no choice but to make access meaningful, to generate demonstrable student outcomes and to provide a high-quality collegiate program of study for the students they were created to serve.

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APPENDIX A

Form I

STUDENT ENROLLMENT DATA BY ACADEMIC YEAR

COLLEGE:

CONTACT PERSON:

TELEPHONE NUMBER:

ADDRESS:

Instructions: Please provide the data for each of the following categories by years. If you lack data for any category, please mark NA (not available) in the appropriate space.

Data Type	**Fall 1983**	**Fall 1984**	**Fall 1985**
Total Students			
Male			
Female			
White			
Hispanic			
Black			
Asian			
Native American			
Other			
Mean Age			
Full-Time			
Part-Time			

FORM II

ASSOCIATE DEGREE RECIPIENTS

College: ____________________

Contact Person: ____________________

Telephone Number: ____________________

Address: ____________________

____

Instructions: Please complete the total number of associate degree recipients for the academic year indicated and stratify by gender and ethnicity. If you lack data for any category, please mark NA (not available) in the appropriate space.

1983 - 1984 Academic Year

Total Number of Associate Degree Recipients

Male	Female	White	Hispanic	Black	Asian	Native American	Other	Total

1984 - 1985 Academic Year

Total Number of Associate Degree Recipients

Male	Female	White	Hispanic	Black	Asian	Native American	Other	Total

1985 - 1986 Academic Year

Total Number of Associate Degree Recipients

Male	Female	White	Hispanic	Black	Asian	Native American	Other	Total

FORM III

~~COC~~HISE COLLEGE STUDENT TRANSFERS TO SENIOR INSTITUTIONS

Contact Person: ______________________________
Telephone Number: ______________________________
Address: ______________________________
____

Instructions: Please complete the total number of transfer students for each academic year and stratify by gender, ethnicity, age and enrollment status. If you lack data for any category, please mark NA (not available) in the appropriate space.

	Academic Year			
Gender/Ethnicity Age/Enrollment Status	**1983-1984**	**1984-1985**	**1985-1986**	**Fall 1986**
White:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Hispanic:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Black:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Asian:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Native American:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				

Gender/Ethnicity Age/Enrollment Status	Academic Year 1983-1984	1984-1985	1985-1986	Fall 1986
Other:				
Total Students				
Male				
Female				
Full-Time				
Part-time				
Mean Age				

Instructions: Please indicate the total number of students who transferred to the institutions listed below. If you lack data for any category, please mark NA (not available) in the appropriate space.

Academic Year	UA	ASU	Other
Total Transfers 1983-84			
Total Transfers 1984-85			
Total Transfers 1985-86			

UA = University of Arizona
ASU = Arizona State University

Please answer the questions below:

1. What kinds of information does your institution send to senior institutions, i.e., student transcripts, catalog, student profiles, other data, etc.?

   ____

   ____

   ____

2. What kinds of information does your institution receive from senior institutions, i.e., student GPAs, transcripts, catalog, course numbering system, course descriptions, etc.?

   ____

   ____

   ____

FORM III

SOUTHWESTERN COLLEGE STUDENT TRANSFERS TO SENIOR INSTITUTIONS

Contact Person: ____
Telephone Number: ____
Address: ____
____

Instructions: Please complete the total number of transfer students for each academic year and stratify by gender, ethnicity, age and enrollment status. If you lack data for any category, please mark NA (not available) in the appropriate space.

Gender/Ethnicity Age/Enrollment Status	**Academic Year** 1983-1984	1984-1985	1985-1986	Fall 1986
White:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Hispanic:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Black:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Asian:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Native American:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				

Gender/Ethnicity Age/Enrollment Status	Academic Year 1983-1984	 1984-1985	 1985-1986	 Fall 1986
Other:				
Total Students				
Male				
Female				
Full-Time				
Part-time				
Mean Age				

Instructions: Please indicate the total number of students who transferred to the institutions listed below. If you lack data for any category, please mark NA (not available) in the appropriate space.

Academic Year	SDSU	UC-SD	UCLA	UC-Berkeley	Other
Total Transfers 1983-84					
Total Transfers 1984-85					
Total Transfers 1985-86					

SDSU = San Diego State
UC-SD = Univ. California (San Diego)
UCLA = Univ. California (Los Angeles)
UC = Berkeley

Please answer the questions below:

1. What kinds of information does your institution send to senior institutions, i.e., student transcripts, catalog, student profiles, other data, etc.?

2. What kinds of information does your institution receive from senior institutions, i.e., student GPAs, transcripts, catalog, course numbering system, course descriptions, etc.?

UNIVERSITY OF SOUTH CAROLINA
COLUMBIA, S. C. 29208

COLLEGE OF EDUCATION
Department of Educational Leadership & Policies

Ford Southwest Transfer Education Research Project
Faculty Questionnaire

Your college is participating in a study of six community colleges in Texas, Arizona and California. Conducted by the University of South Carolina under a grant from the Ford Foundation, the study is concerned with academic and administrative policies and practices related to the transfer function. For this study, Transfer Function signifies all institutional functions involving the preparation of students to transfer to four-year colleges and universities.

All information is treated as confidential and at no time will your answers be singled out. Furthermore, the information gathered through this instrument is not connected to funding decisions made by the Ford Foundation.

Even though the survey may appear rather long, it only takes 20-30 minutes to complete. Your candid responses will be very helpful, and we appreciate your efforts in completing the questionnaire.

Thank you.

Your college's class schedule indicates that in Spring, 1987, you are teaching:

______________________________ ______________
(Course) (Section)

Campus Name: ______________________________

If this class was assigned to a different instructor, please allow that person to complete this survey.

If this class is not being taught this term, return the uncompleted survey form to your campus coordinator.

1. Which one of the following categories best describes this class? (Check only one)

_____Remedial/Developmental
_____Introductory/General
_____Intermediate
_____Advanced

2. Is this course eligible for transfer to four-year colleges and universities?

_____Yes, to all senior institutions
_____Yes, but only to some senior institutions
_____No, it does not transfer
_____I don't know if this course is eligible for transfer

3. For the students in your class, do you have information on (Check the items that apply)

	Yes	No
Scores on basic skills tests (e.g., reading, math, writing)	_____	_____
Degree aspirations of students	_____	_____
The number of hours they are employed	_____	_____
The number planning to transfer	_____	_____

4. When students are failing this course, do you suggest that they:

	Yes	No
Talk to a counselor	_____	_____
Get tutorial assistance	_____	_____
Make an appointment to speak to you	_____	_____
Drop the course	_____	_____

Other: I suggest they:____

5. In the last five years, have you compared any of the following with similar materials used in four-year colleges and universities?

	Yes	No	Tried to but could not get the information
The syllabus for this course with the syllabi of equivalent courses?	____	______	_____
The textbooks of this course with textbooks used in equivalent courses?	_____	_____	_____
The exams given in this course with those given in equivalent courses?	_____	_____	_____
The assignments required for this course with those given in equivalent courses?	_____	_____	_____

6. To what extent is the content of your course influenced by what is taught in four-year colleges?

_____A great deal	_____A little
_____Somewhat	_____Not at all.

7. What percentage of the final grade in this class is based on:

_____% Papers written outside of class

_____% Papers written in class

_____% Quick-score/objective tests

_____% Essay exams

_____% Class participation

_____% Other (Specify_________________________)

____

100%

8. Is regular attendance required in this class?

_____Yes _____No

If yes, what do you do about students who miss more than two class meetings?

_____Nothing

_____Call their home or send a note

_____Notify registrar/counselor/dean of students

_____Ask fellow student to investigate

_____Other (please specify)____

9. Please indicate how often you engage in the following activities.

	Frequently	Occasionally	Never
Meet students during office hours	_____	_____	_____
Have coffee or lunch with students	_____	_____	_____
Invite students to your house	_____	_____	_____
Lend books to students	_____	_____	_____
Advise students on their personal problems	_____	_____	_____
Discuss student applications for transfer to a four-year colelge	_____	_____	_____
Advise students on course selection prior to registration	_____	_____	_____
Participate in orientation sessions for new students	_____	_____	_____

10. How many textbooks are required for your course?

_____0 _____1 _____2 _____3 _____4 or more

11. Approximately how many pages of reading are required for students in your course?

_____0-100
_____100-300
_____300-500
_____500-700
_____700-900
_____over 900 pages

12. How often do you do the following?

1 = Frequently; 2 = Occasionally; 3 - Never

a.	Require additional readings in outside reference materials	1	2	3
b.	Hand out a course syllabus and discuss it in class	1	2	3
c.	Provide supplementary materials in class	1	2	3
d.	Ask students to interpret or summarize extended prose	1	2	3

e.	Ask students to complete a library assignment	1	2	3
f.	Ask students to take an essay examination	1	2	3
g.	Ask students to take a quick-score, objective exam	1	2	3
h.	Ask students to solve or analyze a problem that requires critical thinking skills	1	2	3
i.	Ask students to analyze, synthesize or evaluate information from texts or lectures	1	2	3
j.	Ask students to complete extra reading or writing assignments outside of class	1	2	3
k.	Assign a term paper	1	2	3

13. How confident are you that your students can perform the following skills?

1 = Very Confident; 2 = Confident; 3 = Somewhat Confident;
4 = Not Confident at all.

a.	Read English	1	2	3	4
b.	Write in English	1	2	3	4
c.	Express themselves orally in English	1	2	3	4
d.	Summarize major points from a book	1	2	3	4
e.	Spend a concentrated period of time studying	1	2	3	4
f.	Work on problems or assignments that require problem solving or critical thinking skills	1	2	3	4
g.	Learn on their own	1	2	3	4
h.	Understand course reading assignments	1	2	3	4
i.	Interpret charts and graphs	1	2	3	4

j.	Read Spanish	1	2	3	4
k.	Write in Spanish	1	2	3	4
l.	Express themselves orally in Spanish	1	2	3	4

14. In the past three years, approximately how many times have you engaged in the following activities?

	More than three times	2-3 times	Never
Arranged student visits to four-year colleges	____	____	____
Invited a professor from a four- year college to speak in your class about transfer	____	____	____
Served as a member of a committee to develop articulation agreements with four-year colleges	____	____	____
Written letters of recommendation for students transferring to four-year colleges	____	____	____
Followed-up on individual students who transferred to four-year colleges	____	____	____

15. **Below you will find statements expressing different attitudes about community colleges. Please indicate the extent to which you agree or disagree with each of the statements by circling the appropriate response. (Circle one response per item).**

1 = Strongly Agree; 2 = Agree; 3 = Neutral; 4 = Disagree; 5 = Strongly Disagree

a.	The students who seriously intend to obtain the baccalaureate should begin their collegiate experience at a four-year college.	1	2	3	4	5
b.	Transfer students can get a better start toward the baccalaureate at a community college because of the greater interest in their program	1	2	3	4	5

c. No particular curricular function should ever be dominant at a community college. 1 2 3 4 5

d. Community education enhances the transfer function because it attracts more students to the college. 1 2 3 4 5

e. The primary function of the community college should be to prepare students for transfer to four-year colleges or universities. 1 2 3 4 5

f. Students who begin at community colleges have as good a start toward the baccalaureate degree as those who begin at four-year colleges and universities 1 2 3 4 5

g. The community college should devise special programs for Hispanics and other minorities to help them transfer. 1 2 3 4 5

h. Hispanic students on this campus have the same academic problems as all students and should be treated the same. 1 2 3 4 5

i. Compared to other students on this campus, Hispanic students lack the motivation to transfer. 1 2 3 4 5

j. Compared to other students on this campus, Hispanic students lack preparation in basic skills required to transfer. 1 2 3 4 5

k. First-time freshmen in community colleges should be encouraged to earn, at the very least, the baccalaureate degree. 1 2 3 4 5

l. What should be emphasized in community college is the value of the associate degree, not the baccalaureate. 1 2 3 4 5

m. Transfer education should be this college's most important function. 1 2 3 4 5

n. The transfer education function at this college should be co-equal with occupational education. 1 2 3 4 5

o. This college would serve its community better if transfer education were de-emphasized. 1 3 4 4 5

p. Students intending to transfer should be given more assistance than those seeking job skills. 1 2 3 4 5

q. Students seeking job skills should be given more assistance than those intending to transfer. 1 2 3 4 5

r. The best indicator of a community college's effectiveness is the proportion of its freshmen who go on to earn a baccalaureate. 1 2 3 4 5

16. Compared to four-year colleges and universities, how would you characterize the academic rigor of this community college?

_____More rigorous

_____About the same rigor

_____Less rigorous

17. Compared to ten years ago, would you say this college's performance of the transfer function is:

_____Better _____Same _____Worse

18. Transfer function at this college is

_____More important than occupational/technical programs.

_____As important as occupational/technical programs.

_____Less important than occupational/technical programs.

_____Not sure how important it is.

19. What is the highest degree you presently hold?

_____None

_____Associate

_____Bachelor's

_____Master's

_____Doctorate

20. Toward what kind of advanced degree are you currently working?

_____None

_____Master's

_____Doctoral degree

21. Are you: _____Male _____Female

22. What is your year of birth? 19___

23. What is your racial/ethnic background?

_____White/Caucasian
_____Mexican American
_____American Indian/Alaskan
_____Black/Afro-American
_____Puerto Rican
_____Other Hispanic
_____Asian/Pacific Islander
_____Filipino
_____Other (specify) ____________________________

24. How many years have you taught?

In high school or lower level ______years

At any college ______years

At this college ______years

25. At this college, are you considered to be a:

_____Full-time faculty member _____Part-time faculty member

The transfer function of community college can be improved through changes in academic and administrative practices and policies. The leadership for these changes has to come from the college community as well as from policy makers at the state level. Please indicate any steps you think the faculty, college administration, or state level policy makers could take to strengthen the transfer function.

e FACULTY could:

The ADMINISTRATION could:

A.

B.

C.

The STATE could:

A.

B.

C.

IMPORTANT INSTRUCTIONS

Thank you for completing this survey. Please seal the completed questionnaire in the envelope that is addressed to the project facilitator on your campus and return it to that person. The facilitator will forward the sealed envelope to the University of South Carolina.

We appreciate your participation in this project.

APPENDIX E

TEXAS COORDINATING BOARD

SITE VISIT

Conducted by

Dr. Laura I. Rendon
Project Director
Ford Southwest Transfer Education
Research Project
University of South Carolina

April 27, 1987

SITE VISIT

TEXAS COORDINATING BOARD

Chief Executive Officer

1. Overview of state structure for providing and financing higher education.

2. History of state board involvement in activities related to minority achievement and transfer education.

3. State level planning objectives or institutional incentives designed to promote minority student achievement and transfer to senior institutions.

4. Inquiries or interventions from executive or legislative branches of state government aimed at improving minority student participation, retention and transfer.

5. Perceptions of institutional practices that have been effective in promoting transfer from two- to four-year institutions.

6. Most important remaining barriers to minority student achievement and successful transfer.

7. Reform of higher education legislation. Potential impact on minority students.

8. Notes on meeting with Chief Executive Officer.

Deputy Commissioner/Academic Officer

1. Overview of state funding policies and initiatives for increasing minority students' access and retention in postsecondary education.

2. Perceptions of institutional practices that have been most effective in promoting student transfer from two- to four-year institutions.

3. Most important remaining barriers to minority student achievement and successful transfer.

4. Notes on meeting with Deputy Commissioner/Academic Officer.

Officer Responsible for Analytical Studies/Student Retention

1. Description of state higher education system with particular emphasis on the mission, scope and funding of the institutions being studied.

2. Planned or available studies of student persistence, flow between and among institutions and degree achievement, especially where information is available by ethnicity.

3. State planning objectives and analytical data on achievement and transfer.

4. Effect of state reform and initiatives (such as changes in admission standards or imposition of placement tests) on number of minority students enrolled or distribution among types of institutions (i.e. are more enrolled in community colleges and fewer in state universities).

5. Notes on meeting with officer for analytical studies/student retention.

Chief State Financial Aid Administrator

1. State plan for providing financial assistance to students with special emphasis on the needs of minority students.

2. State's effectiveness in achieving objectives related to minority student participation and achievement, and completion of the baccalaureate.

3. Notes on meeting with Chief Financial Aid Administrator

Administrator for State Universities

1. Description of governing board organization and responsibilities for each sector.

2. Mission and scope of the study colleges. How does the system differentiate the study colleges from other institutions in the system?

3. Concerns about minority student achievement, particularly with regard to completion of the baccalaureate.

4. Special initiatives for promoting minority student participation, achievement and transfer.

5. Perceptions of reasons why the study colleges have been successful in graduating a significant number of minority students.

6. To what extent are the practices or conditions that account for the success of the study colleges in producing minority graduates transportable to other units of the system? To other systems?

7. System studies of student persistence and degree achievement disaggregated by ethnicity.

8. Notes on meeting with Administrator for State Universities

Administrator for Community Colleges

1. Description of governing board organization and responsibilities for each sector.

2. Mission and scope of the study colleges. How does the system differentiate the study colleges from other institutions in the system?

3. Concerns about minority student achievement, particularly with regard to completion of the baccalaureate.

4. Special initiatives for promoting minority student participation, achievement and transfer.

5. Perceptions of reasons why the study colleges have been successful in graduating a significant number of minority students.

6. To what extent are the practices or conditions that account for the success of the study colleges in producing minority graduates transportable to other units of the system? To other systems?

7. System studies of student persistence and degree achievement disaggregated by ethnicity.

8. Notes on meeting with Administrator for Community Colleges.

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Table 2.2 1985 BCC by Gender

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Table 2.4 1985 BCC Faculty Composition by School/Ethnicity

Table 2.5 1985 BCC Counselor Composition by School/Ethnicity

Table 2.6 1985 BCC Enrollment and Associate Degrees Awarded

Table 3.1 BCC Remedial Studies and Placement Test Enforcement Provisions

Table 3.2 Laredo State University and Pan American University-Brownsville Headcount Enrollment by Ethnicity, Fall 1983, 1984 and 1985

Table 3.3 Laredo State University and Pan American University-Brownsville Faculty and Counselor Composition, 1987

Table 4.1 BCC Enrollment and Number of Classes to be Sampled

Table 4.2 BCC Total Number of Spring 1987 Sections Sampled Per Discipline

Table 4.3 Student Background Factors

Table 4.4 Reasons for Enrollment at Community College

Table 4.5 Number of Courses Completed in Arts, Math and Science

Table 4.6 Future Career Plans

Table 4.7 Importance of Degree Attainment

Table 4.8 Encouragement from Significant Others to Attend College

Table 4.9 Type and Extent of Encouragement Received about Transferring

Table 4.10 Importance Attached to Accomplish Education Goals

Table 4.11 Importance Attached to Attend this Community College

Table 4.12 Student Transfer Status

Table 4.13 Perceptions of Academic Experiences

Table 4.14 Perceptions of Career Preparation Experiences

Table 4.15 Campus Transfer Perceptions

FORM III

IMPERIAL VALLEY COLLEGE STUDENT TRANSFERS TO SENIOR INSTITUTIONS

Contact Person:
Telephone Number:
Address:

Instructions: Please complete the total number of transfer students for each academic year and stratify by gender, ethnicity, age and enrollment status. If you lack data for any category, please mark NA (not available) in the appropriate space.

	Academic Year			
Gender/Ethnicity Age/Enrollment Status	**1983-1984**	**1984-1985**	**1985-1986**	**Fall 1986**
White:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Hispanic:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Black:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Asian:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Native American:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				

	Academic Year			
Gender/Ethnicity Age/Enrollment Status	**1983-1984**	**1984-1985**	**1985-1986**	**Fall 1986**
Other:				
Total Students				
Male				
Female				
Full-Time				
Part-time				
Mean Age				

Instructions: Please indicate the total number of students who transferred to the institutions listed below. If you lack data for any category, please mark NA (not available) in the appropriate space.

Academic Year	SDSU	UC-SD	UCLA	UC-Berkeley	Other
Total Transfers 1983-84					
Total Transfers 1984-85					
Total Transfers 1985-86					

SDSU = San Diego State
UC-SD = Univ. California (San Diego)
UCLA = Univ. California (Los Angeles)
UC = Berkeley

Please answer the questions below:

1. What kinds of information does your institution send to senior institutions, i.e., student transcripts, catalog, student profiles, other data, etc.?

2. What kinds of information does your institution receive from senior institutions, i.e., student GPAs, transcripts, catalog, course numbering system, course descriptions, etc.?

FORM III

ARIZONA WESTERN COLLEGE STUDENT TRANSFERS TO SENIOR INSTITUTIONS

Contact Person: ______________________________
Telephone Number: ______________________________
Address: ______________________________
____

Instructions: Please complete the total number of transfer students for each academic year and stratify by gender, ethnicity, age and enrollment status. If you lack data for any category, please mark NA (not available) in the appropriate space.

	Academic Year			
Gender/Ethnicity Age/Enrollment Status	**1983-1984**	**1984-1985**	**1985-1986**	**Fall 1986**
White:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Hispanic:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Black:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Asian:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Native American:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				

	Academic Year			
Gender/Ethnicity Age/Enrollment Status	1983-1984	1984-1985	1985-1986	Fall 1986
Other:				
Total Students				
Male				
Female				
Full-Time				
Part-time				
Mean Age				

Instructions: Please indicate the total number of students who transferred to the institutions listed below. If you lack data for any category, please mark NA (not available) in the appropriate space.

Academic Year	UA	ASU	Other
Total Transfers 1983-84			
Total Transfers 1984-85			
Total Transfers 1985-86			

UA = University of Arizona
ASU = Arizona State University

Please answer the questions below:

1. What kinds of information does your institution send to senior institutions, i.e., student transcripts, catalog, student profiles, other data, etc.?

2. What kinds of information does your institution receive from senior institutions, i.e., student GPAs, transcripts, catalog, course numbering system, course descriptions, etc.?

FORM III

TEXAS SOUTHMOST COLLEGE STUDENT TRANSFERS TO SENIOR INSTITUTIONS

Contact Person: ____________________________________
Telephone Number: __________________________________
Address: ____
____

Instructions: Please complete the total number of transfer students for each academic year and stratify by gender, ethnicity, age and enrollment status. If you lack data for any category, please mark NA (not available) in the appropriate space.

	Academic Year			
Gender/Ethnicity Age/Enrollment Status	**1983-1984**	**1984-1985**	**1985-1986**	**Fall 1986**
White:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Hispanic:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Black:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Asian:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Native American:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				

	Academic Year			
Gender/Ethnicity Age/Enrollment Status	**1983-1984**	**1984-1985**	**1985-1986**	**Fall 1986**
Other:				
Total Students				
Male				
Female				
Full-Time				
Part-time				
Mean Age				

Instructions: Please indicate the total number of students who transferred to the institutions listed below. If you lack data for any category, please mark NA (not available) in the appropriate space.

Academic Year	PA-B	PA-E	A&I	UT-A	A&M	U-H	UT-SA
Total Transfers 1983-84							
Total Transfers 1984-85							
Total Transfers 1985-86							

PA-B = Pan American (Brownsville)
PA-E = Pan American (Edinburgh)
A&I = Texas A&I (Kingsville)
A&M = Texas A&M
U-H = Univ. of Houston
UT-SA = Univ. Texas (San Antonio)

Please answer the questions below:

1. What kinds of information does your institution send to senior institutions, i.e., student transcripts, catalog, student profiles, other data, etc.?

2. What kinds of information does your institution receive from senior institutions, i.e., student GPAs, transcripts, catalog, course numbering system, course descriptions, etc.?

FORM III

LAREDO JUNIOR COLLEGE STUDENT TRANSFERS TO SENIOR INSTITUTIONS

Contact Person:
Telephone Number:
Address:

Instructions: Please complete the total number of transfer students for each academic year and stratify by gender, ethnicity, age and enrollment status. If you lack data for any category, please mark NA (not available) in the appropriate space.

Gender/Ethnicity	**Academic Year**			
Age/Enrollment Status	1983-1984	1984-1985	1985-1986	Fall 1986
White:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Hispanic:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Black:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Asian:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				
Native American:				
Total Students				
Male				
Female				
Full-Time				
Part-Time				
Mean Age				

	Academic Year			
Gender/Ethnicity Age/Enrollment Status	**1983-1984**	**1984-1985**	**1985-1986**	**Fall 1986**
Other:				
Total Students				
Male				
Female				
Full-Time				
Part-time				
Mean Age				

Instructions: Please indicate the total number of students who transferred to the institutions listed below. If you lack data for any category, please mark NA (not available) in the appropriate space.

Academic Year	**LSU**	**A&I**	**SWT**	**UT-A**	**A&M**	**U-H**	**UT-SA**	**PA-E**
Total Transfers 1983-84								
Total Transfers 1984-85								
Total Transfers 1985-86								

PA-B = Pan American (Brownsville)
PA-E = Pan American (Edinburgh)
A&I = Texas A&I (Kingsville)
A&M = Texas A&M
U-H = Univ. of Houston
UT-SA = Univ. Texas (San Antonio)

Please answer the questions below:

1. What kinds of information does your institution send to senior institutions, i.e., student transcripts, catalog, student profiles, other data, etc.?

2. What kinds of information does your institution receive from senior institutions, i.e., student GPAs, transcripts, catalog, course numbering system, course descriptions, etc.?

APPENDIX B

SITE VISIT
COMMUNITY COLLEGES

Conducted by

Dr. Laura I. Rendon
Project Director
Ford Southwest Transfer Education
Research Project
University of South Carolina

February 9, 1987

Interview with College President

1. Priority given to minority student access and achievement. Approximately what percent of students initially declare they intend to transfer? What percent actually transfer?

2. Priority given to the transfer function. Is there a full-time person that deals with retention/transfer?

3. Internal and external barriers to minority student achievement and transfer. Policy decisions needed to reduce barriers.

4. What is the relationship between the academic program and counseling and student support services programs?

5. Community college policies, practices or services which have been effective in contributing to minority student achievement, graduation and transfer.

6. Future college initiatives, strategies and policies for achieving priorities related to recruitment, retention and successful transfer of minority students.

7. Name of person or contact at system or state coordinating board level.

Interview with Chief Academic officer

1. Priority given to minority student access and achievement.

2. Priority given to the transfer function. Which programs/individuals deal with retention/transfer?

3. Internal and external barriers to minority student achievement and transfer.

4. What is the relationship between the academic program and counseling and student support services programs?

5. Community college policies, practices or services which have been effective in contributing to minority student achievement, graduation and transfer.

6. Future academic initiatives, strategies and policies for achieving priorities related to recruitment, retention and successful transfer.

7. Articulation policies and mechanisms between the college and feeder high schools and between the college and senior institutions.

   a) Articulation with high schools

   b) Articulation with senior institutions

8. Most important barriers to developing articulation mechanisms.

a) Barriers related to high schools

b) Barriers related to senior institutions

c) Barriers related to community college

9. Assessment of students at the during course of study, entry and exit college levels.

10. How does the institution monitor student persistence and flow to senior institutions? Approximately what percentage of students initially declare on intent to transfer? Approximately how many actually transfer?

11. Fields or programs of study with the highest and lowest transfer rates.

Interview with Director of Institutional Research

1. How institution monitors student persistence and flow to senior institution. Approximately how many students initially declare they wish to transfer? How many actually transfer?

2. Problems related to defining transfer students and monitoring the flow of students after they leave the college.

3. Planned or currently available studies of student retention, achievement and transfer to senior institutions.

4. Descriptive information about institutional setting.

   a) history and mission

   b) service area and clientele

5. Arrangements for conducting a survey of students, faculty and counselors, Spring, 1987.
   Will need profile of faculty, administration and counseling staff.

Interview with Director of Admissions

1. Admissions criteria.

2. Are students admitted in a differentially qualified category—if yes, under what procedures or criteria?

3. Recruitment and orientation practices.

Recruitment (How much is financial aid a part of recruitment?)

Orientation

4. How institution monitors the progress and transfer of students to senior institutions.

5. Is there a correlation between the level of financial aid and student persistence and transfer?

5. Policies, programs and services most effective in contributing to the recruitment and transfer of minority students.

6. Articulation policies between the college and feeder high schools and between the college and senior institutions.

a) with feeder high schools

b) with senior institutions

7. Most important barriers to developing articulation mechanisms. What can reduce barriers?

8. Most important barriers to minority student success and transfer. What can reduce barriers?

   a) within college

   b) external to college

Interview with Director of Financial Aid

1. Sources of financial aid for minority students. Which source(s) is used most often?

2. Procedures for application and awards.

3. Is there a correlation between the level of financial aid awarded and student persistence and transfer to senior institutions?

4. Most important barriers to minority student achievement and transfer. What may reduce barriers?

   a) within the college

   b) external to the college

Interview with Special Support Services Staff

1. Title of program:

2. Purpose

3. How and to whom delivered

4. Results

5. Implications for minority student progress to the baccalaureate

Interview with Special Support Services Staff

1. Title of program:

2. Purpose

3. How and to whom delivered

4. Results

5. Implications for minority student progress to the baccalaureate

Interview with Faculty

1. Priority college gives to minority student access and achievement. Approximately what percent of students initially declare they intend to transfer? What percent actually transfer?

2. Priority college gives to transfer education.

3. Internal and external organizational to minority student achievement and transfer.

   a) internal

   b) external

4. What community college policies, practices or services have been effective in contributing to minority student achievement, graduation and transfer?

5. What policies or practices could improve the flow of students to the baccalaureate degree?

Interview with University Chief Executive Officer

1. Mission and priority given to transfer students and minority access and achievement. Approximately how many transfer students complete the baccalaureate? How many go on to earn graduate degrees?

2. Strategies for achieving priorities related to transfer students and recruitment and retention of minorities. Is there a full time person that deals with retention and transfer?

3. Policies, programs or services perceived as most effective in contributing to the successful transfer of students, retention and graduation of minority students.

4. Barriers to minority student transfer to senior institutions and ultimate achievement of the baccalaureate after transferring:

   a. Within the university

   b. External to the university

5. Policy decisions needed to reduce barriers.

6. Name of person or contact at system or state coordinating board level.

Notes with University Chief Executive Officer

Interview with Chief Academic Officer

1. Academic strategies for improving minority student achievement.

2. Most effective policies, programs or services which contribute to the successful transfer, retention and graduation of minority students.

3. Most important barriers to minority student transfer to senior institutions and ultimate achievement of the baccalaureate after transferring.

   a. Within the university

   b. External to the university

4. Articulation policies between the university and the community college. Type of information exchanges between the two sectors.

5. Most important barriers to developing articulation mechanisms.

6. Assessment of students during course of study and entry and exit college levels.

7. Fields or programs of study with the highest and lowest transfer rates.

8. Academic proficiencies required of transfer students

9. Approximately how many transfer students complete the baccalaureate? How many go on to earn graduate degrees?

10. How persistence and student flow is monitored.

Notes on Interview with Chief Academic officer

Interview with Director of Institutional Research

1. Planned or currently available university studies of student transfers as well as persistence or achievement.

2. Approximately how many students transfer? What percent are minorities? Approximately how many complete the baccalaureate? Approximately how many go on to earn graduate degrees?

3. Problems related to monitoring the flow of transfer students and assessing their achievement.

4. Descriptive information about institutional setting.

a. History and mission

b. Service area and clientele

c. Profile of faculty and administration (number and percent of faculty and counselors by ethnicity and gender, fall 1986).

Notes on Interview with Director of Financial Aid

Interview with Director of Admissions

1. Admissions criteria

2. Are students admitted in a differentially qualified category--if yes, under what procedures or criteria? What percentage are minorities?

3. Recruiting practices, especially for transfer students. How much is financial aid a part of recruitment?

4. Orientation practices, especially for transfer students.

5. Most effective policies, programs or services that contribute to the recruitment and induction of minority students.

6. Articulation policies between the university and the community colleges.

7. Most important barriers to minority student success in transferring and attaining the baccalaureate.

   a. Within the university

   b. External to the university

Notes with Director of Admissions

Interview with Director of Financial Aid

1. Availability of financial aid for minority students. Most often used source.

2. Procedures for applications and awards. Would like to have a copy of financial aid information booklet.

3. Problems students (particularly Hispanics) experience obtaining financial aid.

4. Relationship between level of financial aid awarded and student persistence.

4. Most important barriers to minority student transfer to senior institutions and ultimate achievement of the baccalaureate after transferring.

   a. Within the university

   b. External to the university

Notes on Interview with Director of Financial Aid

Interview with Special Support Services Staff

1. Title of Program

2. Purpose

3. How and to whom delivered

4. Results

5. Implications for minority progress to the baccalaureate.

6. Cultural factors. How are minority students different from non-minority student populations.

Notes on Interview with Special Support Services Staff

Interview with Faculty

1. Most important barriers to minority student transfer to senior institution and ultimate achievement of the baccalaureate after transfer.

2. Priority the university gives to recruiting and advancing transfer students.

3. Most and least popular programs of study for transfer students.

4. Cultural factors. How are minority students different from non-minority student populations?

5. What are the most effective university practices that contribute to successful student transfer and achievement?

6. What can the university do to facilitate the transition of students from community colleges?

7. What can the university do to promote student persistence and achievement?

Notes on Faculty Interview

APPENDIX C

UNIVERSITY OF SOUTH CAROLINA
COLUMBIA, S.C. 29208

COLLEGE OF EDUCATION
Department of Educational Leadership & Policies

Border College Consortium Student Survey
Ford Southwest Transfer Education Project
The University of South Carolina
College of Education
Columbia, S.C. 29208

Dear Student:

Your community college is participating in a project designed to improve the successful transfer of students from community colleges to four-year colleges and universities.

Your help is needed to complete the survey below which is being given to selected students in six community colleges in California, Arizona and Texas. Please answer all questions as honestly and as carefully as you can. Your responses will be treated confidentially and no information about you as an individual will be released.

Thank you for responding to the following questions:

SECTION I. We need to have some idea of your background, especially information about you, your parents and your high school experiences.

1. Write in your campus name: ________________________________

2. Write in your present course name and number: ____________________

3. Check your student classification:

   _____Freshman _____Sophomore _____Other: ____________________

4. What is your present enrollment status?

   _____Full-time _____Part-time

5. What is your sex? _____Male _____Female

6. What is your age? _______years

7. Check your ethnic identification:

American Students only

_____Hispanic (includes Mexican American and Latinos permanently residing in the United States)
_____White, non-Hispanic
_____Black
_____Native American
_____Asian
_____Other:____________________

Foreign Students only

Write in country:

____

8. What language is mainly spoken in your home?

_____Only English
_____Both, but more English than Spanish
_____Both, equally
_____Both, but more Spanish than English
_____Only Spanish

9. What kind of grades did you make in high school? (check one)

_____Mostly A's
_____Mostly A's & B's
_____Mostly B's
_____Mostly B's & C's
_____Mostly C's
_____Mostly C's & D's
_____Mostly D's
_____Mostly D's & F's
_____I did not attend

10. To the best of your knowledge, what was your academic rank when you graduated from high school? (check one)

_____Top quarter (very high grades)
_____Second Quarter (high grades)
_____Third quarter (average grades)
____Fourth quarter (low grades)
____I did not graduate from high school
____I don't know or don't remember

11. How many years of school did your parents complete? (If not certain, give best estimate)

Mother:_______years

Father:_____years

12. Are you living in your parent's home at this time?

______YES

If Yes, what was their total income in 1986? (check one)
_____Less than $5,000
_____$5,000 - $10,000
_____$10,000 - $15,000
_____$15,000 - $20,000
_____Over $20,000

_____NO

If No, what was your total family income in 1986? (check one)
_____Less than $5,000
_____$5,000 -$10,000
_____$10,000 -$15,000
_____$15,000 -$2,000
_____Over $20,000

13. How much interest and encouragement did each of the following people provide you about your going to college? (Circle one for each category)

1 = A great deal; 2 = A fair amount; 3 = A little bit; 4 = None at all

High school teacher	1	2	3	4
High school counselors	1	2	3	4
Mother	1	2	3	4
Father	1	2	3	4
Other close relative	1	2	3	4
Friends	1	2	3	4

14. Why are you enrolled in this community college? (Check one answer for each possible reason.)

**1 = Strongly agree; 2 = Agree; 3 = Neutral;
4 = Disagree; 5 = Strongly disagree**

I enrolled in this college because:

a. I wanted to stay close to home.	1	2	3	4	5
b. It was cheaper to go to this community college.	1	2	3	4	5
c. I wanted to be working while studying in my home town.	1	2	3	4	5
d. I wanted to "try out" college work.	1	2	3	4	5
e. Most of my friends were going there.	1	2	3	4	5
f. The college's academic reputation was very good.	1	2	3	4	5
g. The college offered a very good program in my major field of study.	1	2	3	4	5
h. I thought I would be rejected at a four-year college.	1	2	3	4	5
i. I applied, but was turned down at a four-year college.	1	2	3	4	5
j. I wanted to get a vocational-technical preparation for a job.	1	2	3	4	5

k.	I wanted to take courses for self-improvement and enrichment.	1	2	3	4	5
l.	My high school counselors told me I should go there.	1	2	3	4	5
m.	My high school teachers told me I should go there.	1	2	3	4	5
n.	My parents insisted I go there.	1	2	3	4	5
o.	No one encouraged me to apply to a four-year college.	1	2	3	4	5
p.	My teacher/guidance counselor suggested it.	1	2	3	4	5
q.	I could not find a job, so I decided to enroll in college.	1	2	3	4	5
r.	No one gave me information about other colleges.	1	2	3	4	5
s.	I did not qualify for admission to other colleges.	1	2	3	4	5
t.	I wanted to prepare for transfer to a four-year college or university.	1	2	3	4	5
u.	I wanted to gain skills necessary to enter a specific occupation.	1	2	3	4	5
v.	I wanted to gain skills to advance in my current job/occupation.	1	2	3	4	5
w.	I wanted to satisfy a personal interest.	1	2	3	4	5

15. On the average, how many hours per week are you currently employed for pay?

_____None
_____1-10 hours
_____11-20 hours
_____21-30 hours
_____31-40 hours
_____over 40 hours

16. What kind of grades are you making at this community college?

_____Mostly A's
_____Mostly A's and B's
_____Mostly B's
_____Mostly B's and C's
_____Mostly C's
_____Mostly C's and D's
_____Mostly D's
_____Mostly D's and F's

17. How many semester hours have you earned at this or any college? Do not include credit for courses now in progress.

_____Under 10 hours
_____10 - 20 hours
_____20 - 30 hours
_____40 - 50 hours
_____50 - 60 hours
_____over 60 hours

18. How many courses have you completed at this or any college in each of the areas listed below? (Marck one for each subject)

1. Communications/English Composition

0_____ 1_____ 2_____ 3+_____

2. Humanities (for example, Art, Foreign Languages, Literature, Music and Philosophy)

0_____ 1_____ 2_____ 3+_____

3. Sciences (for example, Astronomy, Biology, Chemistry, Geology, Physics)

0_____ 1_____ 2_____ 3+_____

4. Mathematics and Computer Science

0_____ 1_____ 2_____ 3+_____

5. Social Sciences (for exmample, Anthropology, Economics, History, Psychology, Political Science, Sociology)

0_____ 1_____ 2_____ 3+_____

19. In which of the fields below are you planning your future career? (Please choose only one answer)

_____Advanced degree professions (e.g., accountant, engineer, lawyer, physician, professor).

_____Allied Health (e.g., nurse, medical technician, physical therapist, dental assistant or hygienist)
_____Applied Arts (e.g., artist, writer, musician, actor, designer)
_____Business operations (e.g., hotel or restaurant worker, bookkeeper, cosmetologist, office machine operator)
_____Management and Sales (e.g., manager, insurance, stock or real estate agent)
_____Social Service (e.g., teacher; law enforcement or corrections officer, social, welfare, or recreation worker)
_____Technologies (e.g., engineering electronics, or laboratory technician, draftsman, computer programmer)
_____Trades and crafts (e.g., construction worker, mechanic, automotive, factory, or farm worker)
_____I don't know
_____None of the above
_____Other______________________________

20. How important is it for you to complete the following degrees: (Mark one number for each degree)

1 = Extremely Important; 2 = Important; 3 = Unimportant; 4 = Not Important **at all; 5 = I already have this degree.**

High School Diploma	1	2	3	4	5
A one-year certificate	1	2	3	4	5
An Associate (AA, AAS, AS)	1	2	3	4	5
A Bachelor's (BA, BS)	1	2	3	4	5
A Master's (MA, MBA, MS)	1	2	3	4	5
A J.D. (Law Degree)	1	2	3	4	5
An M.D. (Medical Degree)	1	2	3	4	5
A Ph.D. (Doctorate in a field of study)	1	2	3	4	5

21. How important is it for you to accomplish your educational goals? (circle one number)

Extremely Important	Important	Unimportant	Not Important At All
1	2	3	4

22. How important was it for you to attend this community college? (circle one number)

Extremely Important	Important	Unimportant	Not Important At All
1	2	3	4

23. Overall, I feel that my academic experiences (grade performance, faculty/counselor contact, positive learning climate, etc.) at this community college are very good. (circle one number)

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

24. Overall, I feel that my career preparation experiences (development of job skills, selection of appropriate career, etc.) at this community college are very good. (circle one number)

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

25. How often do you meet with your faculty **outside of class** to discuss issues that are important to you? (circle one number)

Very often	Often	Seldom	Never
1	2	3	4

26. How often do you get involved in your community college's extracurricular activities, for example, sports, student government, other clubs and organizations? (circle one number)

Very often	Often	Seldom	Never
1	2	3	4

27. How often have you participated in the following activities since you enrolled at this college?

1 = Very often; 2 = Often; 3 = Seldom; 4 = Never

Academic counseling	1	2	3	4
Career Counseling	1	2	3	4
Orientation session for students intending to transfer to four-year colleges	1	2	3	4
Study group	1	2	3	4
Orientation session for freshmen	1	2	3	4
Group counseling	1	2	3	4
Study skills workshop	1	2	3	4
Meeting with recruiters from four-year colleges	1	2	3	4
Honors programs	1	2	3	4
Workshops on how to complete four-year college applications	1	2	3	4

SECTION 2. Please answer the following questions regarding your transfer plans.

28. Have you ever been asked by someone in this community college if you plan to transfer to a four-year college?

_____Yes _____No

29. How much information and encouragement did each of the following people provide to you about transferring to a four year college? (circle one for each category)
1 = A great deal; 2 = A fair amount; 3 = A little bit; 4 = None at all

Community college faculty	1	2	3	4
Community college counselor	1	2	3	4
Mother	1	2	3	4
Father	1	2	3	4
Close relatives	1	2	3	4
Friends	1	2	3	4
Registrar's Office at this College	1	2	3	4

30. List the courses you are taking this semester or quarter and indicate whether you know if they will be accepted by the four-year college to which you plan to transfer.

Course	Course is eligible for transfer as an elective			Course is eligible for transfer toward my major			Course is not eligible for transfer		
	Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
____________	___	___	___	___	___	___	___	___	___
____________	___	___	___	___	___	___	___	___	___
____________	___	___	___	___	___	___	___	___	___
____________	___	___	___	___	___	___	___	___	___
____________	___	___	___	___	___	___	___	___	___

31. When do you plan to transfer to a four-year college or university?

_____I do not plan to transfer

_____After I earn an associate degree

_____Before I earn an associate degree

32. What best describes your present situation? (check one)

_____I plan to transfer, and have applied and have been accepted for admission at a four-year college.

_____I plan to transfer, and have applied but have not yet been accepted at a four-year college.

_____I plan to transfer, but have not yet applied to a four-year college.

_____I am undecided about transferring to a four-year college.

_____I plan to transfer sometime in the future, but I am not sure about when I will do it.

_____I do not plan to transfer.

_____I already have a bachelor's degree.

33. How often did you seek information about transferring to a four-year college or university from each of the following sources? (circle one)

1 = Very Often; 2 = Often; 3 = Seldom; 4 = Never

Counseling office in this college	1	2	3	4
Faculty from this college	1	2	3	4
Friends who plan to transfer	1	2	3	4
Friends who already transferred	1	2	3	4
A four-year college or university	1	2	3	4
Community college catalog	1	2	3	4

34. To how many four-year colleges or universities do you plan to apply for transfer? (circle one)

1   2   3   4 or more   ____No plans to transfer (skip to number 37)

35. **If you plan to transfer** to a four-year college or university, how many times have you done the following: (circle one number for each answer)

	More than 2 times	1-2 times	Never
a. Contacted the college and requested their catalogs and application forms	_____	_____	_____
b. Asked your counselor for information on what the college requires from transfer applicants	_____	_____	_____

c. Visited the college	_____	_____	_____
d. Completed and submitted admissions applications	_____	_____	_____
e. Contacted the college and asked for housing forms	_____	_____	_____
f. Applied for financial aid to attend the college	_____	_____	_____

If you have applied to a four-year college or university and have been accepted, please answer question number 36. If you have not been admitted, please go to question number 37.

36. If you have been accepted as a transfer student to a four-year college or university, for Fall of 1987, how many credits will the university accept? (Circle one number)

**1 = All credits; 2 = Most credits; 3 = Some credits;
4 = Few credits; 5 = No credits; 6 = Don't know**

Toward your elective requirements	1	2	3	4	5	6
Toward your major requirements	1	2	3	4	5	6

37. Using the scale shown, circle the answer that best describes your feelings on the following topics:

1 = Strongly Agree; 2 = Agree; 3 = Neutral; 4 = Disagree; 5 = Strongly Disagree

a. This college provides excellent information on transfer opportunities.	1	2	3	4	5
b. Students who want to transfer can get help from counselors with applications for admission and financial aid.	1	2	3	4	5
c. This college provides special services for students who want to transfer to four-year colleges.	1	2	3	4	5
d. It is difficult to tell from the college catalog which courses I need to take to qualify for transfer to a four-year college.	1	2	3	4	5
e. My community college teachers have encouraged me to think seriously about transferring to a four-year college.	1	2	3	4	5

f.	It is better to transfer to a four-year college after earning an associate degree.	1	2	3	4	5
g.	Transferring to a four-year college is important to me.	1	2	3	4	5
h.	Transferring to a four-year college is too far in the future to worry about it now.	1	2	3	4	5
i.	If I don't transfer to a four-year college I will feel dissappointed.	1	2	3	4	5
j.	My friends and I talk about transferring to a four-year college.	1	2	3	4	5
k.	Transfer courses are not very useful because you don't learn any practical skills.	1	2	3	4	5
l.	I am taking transfer program courses because I couldn't get into a technical program (e.g., nursing)	1	2	3	4	5
m.	I would like to have more information about transfer opportunities but don't know who to see for it.	1	2	3	4	5
n.	Every semester or quarter when I register for courses, I first look at the college catalog to determine which courses I need to qualify for transfer.	1	2	3	4	5
o.	Increasing the number of students who transfer to four-year colleges should be one of the top priorities of this college.	1	2	3	4	5
p.	If this college offered a program on topics related to transfer opportunities to four-year colleges, I would attend.	1	2	3	4	5
q.	Teachers should give students planning to transfer to four-year colleges extra reading and writing assignments.	1	2	3	4	5
r.	For me, getting a job is more important than transferring to a four-year college	1	2	3	4	5

38. Approximately how many written assignments have you had to complete this year? (Provide one answer in each column, please.)

	Essay Exams	Term papers or other written reports
None	_____	_____
Less than 5	_____	_____
Between 5-10	_____	_____
Between 10-20	_____	_____
More than 20	_____	_____

39. If you are not doing well in a course, do you: (Check all that apply)

Talk to a counselor? _____yes _____no
Ask the teacher for suggestions on how to improve? _____yes _____no
See a tutor? _____yes _____no
Drop the course? _____yes _____no
Other (specify) ________________________________

40. Please indicate how often you have engaged in the following activities. (Provide one response for each item.)

1 = Frequently; 2 = Occasionally; 3 = Rarely; 4 = Never.

a.	Used the library to study.	1	2	3	4
b.	Made an appointment to talk with one of your instructors.	1	2	3	4
c.	Asked a faculty member for advice regarding your future plans.	1	2	3	4
d.	Had an informal conversation with one of your instructors over coffee or a snack.	1	2	3	4
e.	Taken detailed notes in class.	1	2	3	4
f.	Taken notes from assigned readings.	1	2	3	4
g.	Asked your instructor for additional references on a topic of interest to you.	1	2	3	4
h.	Attended a lecture on campus.	1	2	3	4
i.	Discussed transfer opportunities to four-year colleges with friends.	1	2	3	4
j.	Read the school paper (if your school does not have one leave blank).	1	2	3	4
k.	Looked at bulletin boards for announcements of special activities.	1	2	3	4
l.	Sought information on transfer opportunities from the counseling office.	1	2	3	4
m.	Asked one of your instructors for help to improve your writing skills.	1	2	3	4

41. Would you say that on the average you study: (check one only)

_____1 hour per day
_____2 hours per day
_____3 or more hours per day

42. Approximately how many books have you read this year? (Provide one answer in each column)

	Textbooks or assigned books	Books not required for class
None	_____	_____
Less than 5	_____	_____
Between 5 - 10	_____	_____
Between 10 - 20	_____	_____
More than 20	_____	_____

43. How many times did you experience the following problems while you were attending college?

	More than 2 times	1-2 times	Never
a. Financial problems	_____	_____	_____
b. Difficulty making friends	_____	_____	_____
c. Inability to communicate with the faculty	_____	_____	_____
d. Difficulty developing proper study habits and using time	_____	_____	_____
e. Personal problems with family	_____	_____	_____
f. Inability to write well	_____	_____	_____
g. Inability to handle math well	_____	_____	_____
h. Problems understanding written material	_____	_____	_____
i. Doubts about the value of earning a college degree	_____	_____	_____
j. Doubts about career objective -- what to really do in life	_____	_____	_____
k. Non-caring attitude from college staff	_____	_____	_____
l. Discrimination from college staff	_____	_____	_____
m. Failure of coursework to be intellectually challenging	_____	_____	_____

44. How confident are you that you can perform the following skills? (check one for each)

1 = Very Confident; 2 = Confident; 3 = Somewhat confident;
4 = not confident

a.	Read English	1	2	3	4
b.	Write in English	1	2	3	4
c.	Express youself orally in English	1	2	3	4
d.	Summarize major points from a book	1	2	3	4
e.	Spend a concentrated period of time studying	1	2	3	4
f.	Work on problems or assignments that require problem solving or critical thinking skills	1	2	3	4
g.	Learn on your own	1	2	3	4
h.	Understand course reading assignments	1	2	3	4
i.	Interpret charts and graphs	1	2	3	4
j.	Read Spanish	1	2	3	4
k.	Write in Spanish	1	2	3	4
l.	Express yourself orally in Spanish	1	2	3	4

45. Finally, we would like to have your suggestions about how you think this community college could improve educational and counseling services for transfer program students. If you cannot think of any recommendations to make, leave blank.

Please return this questionnaire to your instructor.

Thank you for your participation in this project.

APPENDIX D

UNIVERSITY OF SOUTH CAROLINA
COLUMBIA, S. C. 29208

COLLEGE OF EDUCATION

Department of Educational Leadership & Policies

April 9, 1987

Dear Faculty Member:

You and your class have been randomly selected to participate in a Transfer Education Project, funded by the Ford Foundation.

This important project is being conducted to provide community colleges in the Border College Consortium with information and data that may be used to improve academic and student support services that facilitate the transfer of students from community colleges to senior institutions.

We need your help to ensure that your college is properly represented in this project.

The enclosed questionnaire should be administered during class time. The questionnaire takes approximately 30 minutes to complete.

Please select a convenient class period between now and the end of the Spring 1987 term to administer the questionnaire only to the class that has been randomly selected. You may excuse those students who indicate they have already completed the questionnaire.

When finished, please return the questionnaires to your campus facilitator.

We thank you in advance for your participation and willingness to volunteer your class time to this very important project.

Sincerely,

Manuel J. Justiz
Co-Prinicpal Investigator

Paul E. Resta

Paul Resta
Co-Principal Investigator

Laura I. Rendon
Project Director

ERIC Clearinghouse for
Junior Colleges AUG 26 1988

The University of South Carolina: USC Aiken; USC Salkehatchie, Allendale; USC Beaufort; USC Columbia; Coastal Carolina College, Conway; USC Lancaster; USC Spartanburg; USC Sumter; USC Union; and the Military Campus